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SCHOOL
PSYCHOLOGISTS

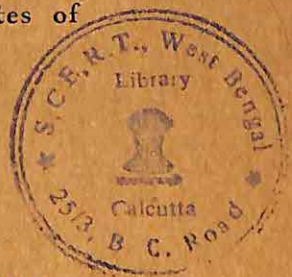
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INTRODUCTION

It appears from previous research studies carried out by the International Bureau of Education, such as: "The teaching of psychology in the training of teachers", "The professional training of elementary school teachers", "The professional training of secondary school teachers", that psychology will occupy a more and more important place in the programme of studies of future teachers. It is undeniable that the knowledge of child and adolescent development and the general characteristics of pupils assist in the carrying out of the different tasks entrusted to the teacher.

But is this knowledge sufficient for the solution of all educational problems which occur during school life? Are there not in each class maladjusted pupils who hinder the development of the other pupils and who cannot find for themselves the conditions favourable to their proper mental development?

To supply an appropriate remedy for such situations, a thorough study of the difficulties and their causes is necessary. Psychological factors often play the chief rôle here, and the present psychological training of teachers is not sufficient for the solution of such problems. In such cases it is necessary to seek the help of specialists—educational psychologists.

The present study constitutes a preliminary investigation and aims at presenting to the reader the present position regarding educational psychologists and stressing the importance of the part which they play in different countries.

As educational psychology is still in the preliminary stage it was very difficult to obtain sufficient information on all the efforts being made in this field. On the other hand the simultaneous development of different applications of psychology causes overlapping and sometimes confusion. Both are particularly noticeable in the problems of vocational guidance and educational psychology. Under such conditions it has often been necessary for us, in making this study, to draw a dividing line to enable us to remain in the proper field.

It often happens that certain psychologists divide their time between schools and specialized services, but they are not themselves

attached to schools. We have treated all such cases in the same way, by limiting ourselves wherever possible, to the problems of educational psychology in the limited sense of the term.

We wish to express our acknowledgement to the Ministries who have been kind enough to supply us with the information which enabled us to make this study. We also wish to thank those persons who facilitated the drawing up of this inquiry.

F. KORNISZEWSKI and R.A. MALLET,
*Members of the Research Division,
International Bureau of Education.*

QUESTIONNAIRE ADDRESSED TO THE MINISTRIES OF EDUCATION

1. Is school psychology practised in your country ?
If so, with what purpose ?
 - 1) To determine degrees of mental backwardness ?
 - 2) To examine maladjusted children from the point of view :
 - a) of difficult traits in the character or difficulties of adaptation to the school ; b) of mental difficulties (backwardness or temporary lack of understanding in one or several subjects) ?
 - 3) For the guidance of children : a) in guidance classes ; b) in general ?
2. Who is officially responsible for the practice of school psychology ?
 - a) Specially trained members of the teaching staff giving full-time service ?
 - b) Members of the teaching staff giving part-time service ?
 - c) Officially appointed school psychologists attached to the schools ?
3. What is the number of school psychologists employed ? If possible, please give figures for categories a), b) and c).
 - 1) In primary schools ?
 - 2) In secondary schools ?
4. What is approximately the number of pupils under the supervision of one school psychologist ? (If possible, give figures for each of the categories mentioned above.)
5. Are all the pupils in the schools examined by a school psychologist ?
 - 1) On reaching the age of compulsory schooling ?
 - 2) On reaching the legal school-leaving age ?
 - 3) Annually ?
 - 4) In the guidance classes ?
 or, alternatively, only pupils presenting special problems ?
6. What methods (tests, interviews, etc.) are used by the school psychologist ?
Please specify what tests are most commonly used in your country.
7. By what administrative service are school psychologists appointed ?
8. To whom are they responsible ? By whom are their reports received ?
9. What is their salary ?
10. What training is compulsory for school psychologists (curriculum and length of studies, certificates or degrees required, university courses, special institutes, refresher courses) ?
11. What is the position of the school psychologist in relation to the school (subordination, collaboration, or complete independence) ?
12. If there are no school psychologists, can the schools have recourse to other services, official, semi-official or private, such as child guidance clinics ? In what circumstances ?
13. Has any research-work in the field of school psychology been undertaken in your country ?
Kindly give the bibliography of reports published.
14. Are any new developments envisaged in the field of school psychology ?

GENERAL SUMMARY

I. AIMS OF EDUCATIONAL PSYCHOLOGY

The successful work undertaken in France at the beginning of the century by Binet and Simon has stimulated the interest of a number of educationalists all over the world, who have tried to extend the field of psychology applied to education.

Thus was educational psychology introduced and developed.

According to the information received on this subject from different countries, the aims of educational psychology can be divided into three main groups :

- (a) Detection of backward children, which is often the beginning of diagnosis and treatment of various difficulties in adaptation.
- (b) Educational guidance involving the testing and adaptation of educational methods.
- (c) Pre-vocational guidance.

I. DETECTION OF BACKWARD CHILDREN

The detection of backward children who would hinder progress in the classes to which they are assigned owing to their physical age, in spite of insufficient mental development, was the first preoccupation of educational psychology and remains the most important one. Special mention was made in the replies from 27 countries of services of educational psychology developed to a greater or lesser degree for the benefit of such children in primary schools.

As these services are the oldest and best defined, only certain countries considered it necessary to give information on the diagnosis of backward children. They are, however mentioned for the sake of information.

The reply from Belgium mentions that in the community of Anderlecht the Director of Special Education is requested to send to the garden school those pupils who are maladjusted to the ordinary curriculum or who show backwardness in school subjects of one or more years. The selection is made on the basis of a questionnaire

answered by the class teacher and the headmaster of the school. The Director of Special Education visits the school and decides which pupils should be admitted to the garden school, providing that their parents agree.

In Poland the teacher arranges for the examination of pupils who are suspected of having an anomaly of intellect or character.

In Denmark the pupils who need the education given in the various special classes, are chosen by the teachers' council, on the basis of reports submitted by the teacher who supervises the class. The pupils must then be examined by the school doctor and a specially trained educationalist gives them an intelligence test.

In France there is a specialized service, the Service for Treatment of the Abnormal (*Service de Dépistage des Anormaux*), which is responsible for the examination of backward children in Paris.

In Portugal the Lisbon Mental Hygiene Institute organizes teams consisting of doctors and psychologists, who undertake the selection of children to be given special education.

2. DIAGNOSIS AND TREATMENT OF DIFFICULT CHILDREN

Educational psychologists are consulted whenever a constitutional or behaviour anomaly makes education difficult. The psychologist then makes a detailed study of the difficulties, the characteristics of the organism in which they appear, and the conditions under which they were created and developed. The knowledge of all these factors is necessary in order to decide upon a suitable treatment. In 19 of the countries which replied to the present inquiry the duties of the psychologist seem to be understood in this manner.

In the United States for cases which need special treatment there are important psychological clinics and consultation services available. Teachers as a result of their training are expected to undertake the treatment of many difficult children.

In France the examination of difficult children is carried out either by examiners (belonging to the Service for Treatment of the Abnormal), or by educational psychologists, or by specialists from certain medical education centres or from neuro-psychiatric clinics.

In Hungary the examination of children with special problems takes place at the medico-educational laboratories.

In Poland the psychological examination of children with difficulties of character is carried out wherever there are educational psychologists or a possibility of consultation at a psychological clinic.

In the United Kingdom educational psychology is used in the treatment of children suffering from emotional instability or psychological disturbances. Psychologists may serve a school and a hospital at the same time.

In Switzerland there are many services specialized in the diagnosis and treatment of difficult children. The following are some of them : In Geneva there is a medical and educational examination in schools which uses observation centres and special schools where the children may be studied during several months by specialized educationalists. In addition, the University Institute of Educational Sciences has a medical service of educational consultation to which all parents who wish may bring their children and make use of the educational advice given. The school medical clinic in the canton of Vaud undertakes psychotherapy of children. That of the canton of Valais examines and treats mental and nervous troubles of children.

In Uruguay the Sebastian Moray Otero laboratory of educational psychology diagnoses children who show signs of mental backwardness or irregularities of conduct.

3. EDUCATIONAL GUIDANCE, CONTROL AND ADAPTATION OF EDUCATIONAL METHODS

Some of the most important duties assigned to educational psychology are to place each child in the class best suited to him, to adapt this class to the most varied types of children, keeping in mind the type of difficulties or aptitudes belonging to each group, and to establish in some way individual treatment in school. Twenty of the official replies to the present inquiry mentioned this aim.

The famous experiments made at Winnetka in this field are now generally known, and the United States reply particularly states that psychological control should help to encourage individual teaching under the most propitious conditions.

In Belgium the recent establishment of secondary pre-vocational schools as an experiment, has enabled the State to introduce, at the level of the first secondary year (pupils from 12 to 13 years), several sections of a similar standard in order to facilitate the eventual transfer of pupils.

In Canada (Winnipeg) educational psychology is used to adjust children to their school and social environment, and for the elimination of barriers in the way of their educational progress, the preservation and development of sound mental health as a condition of a happy normal childhood, and as a preventative to more serious mental or emotional disorders in later life.

In France educational psychology provides for the practice of efficient vocational guidance, the appreciation of the psychological consequences of educational methods, and the adjustment of curricula to the correct standard for each age. For educational guidance in the new classes at the guidance stage, help is given either by specialists who are especially concerned with certain educational centres, or by centres of vocational guidance.

In Italy pupils of certain classes are examined by the Institute of Vocational Guidance in Rome in order to group them according to their psycho-physical development.

In the Republic of the Philippines educational psychology provides for the study of the grouping of children according to their abilities.

In Switzerland (Geneva) a number of experiments have been made or are being made under the influence of the Institute of Educational Sciences dealing with the better adaptation of schools to the needs of the child.

4. PRE-VOCATIONAL GUIDANCE

Several countries expect educational psychology to deal not only with the immediate adaptation of the child to his family and educational environment but also his adaptation to his future social life. Educational psychologists must, therefore, direct vocational guidance, or rather pre-vocational guidance, as a choice, given for example at the end of the first cycle of studies, leaves the way open to varied specialization.

This report is only concerned with the problems of guidance which come within the sphere of school life, the study of problems of vocational guidance as such has already been carried out on an international scale by the International Labour Office.¹

According to the replies received it can be stated that in ten countries educational psychologists are directly concerned with vocational or pre-vocational guidance. As the names of the institutions which are often in charge of these problems seem to suggest, in the countries where vocational guidance on a psychological basis plays a large part, the services of educational psychology and vocational guidance are often interwoven. In Australia (New South Wales), for example, the same organization is concerned with problems of guidance and adaptation (*Division of Guidance, Research and Adjustment*).

In Bulgaria the same services deal with all educational difficulties which may arise in school life, and, at the same time, with the solving of different problems of guidance which may occur at the end of compulsory or secondary education. Entire classes undergo systematic examination in vocational guidance.

In the United States work on educational and vocational guidance shows very extensive development. Great importance is attached

¹ Vocational guidance figured on the agenda of the 31st Session of the International Labour Conference held in San Francisco in 1948. See the report published by the International Labour Office: *Vocational Guidance*. International Labour Conference, Thirty-First Session. Report V (1), Geneva, I.L.O. 1947.

to the elaboration of tests which provide for the carrying out of this work under the best conditions.

In Canada educational and vocational guidance is the main problem with which educational psychology has to deal, problems concerning child difficulties hold a secondary place. It is for this purpose that the division of educational and vocational guidance of British Columbia has at its disposal 380 school counsellors.

In Austria, for the principal purpose of solving problems of vocational guidance, each district (*Bundesland*) can avail itself of the services of a chief educational psychologist, and a psychologist will also be attached to each secondary school.

In Italy the psychological services which are in charge of children of school age show great interest in problems of vocational guidance. In Rome, for example, all pupils in the last primary year are examined by the Institute of Vocational Guidance in order to be given advice on the manner in which to continue their studies and to choose their career.

In Switzerland (Geneva), in order to make it possible to establish a method for the selection and guidance of pupils who have completed the primary school stage, a collective psychological examination is given annually for four or five years, as from the age of 12 years. The results of this examination are added to the school achievement record and the reports of the teachers.

II. PERSONS AND INSTITUTIONS IN CHARGE OF THE PSYCHOLOGICAL EXAMINATION OF PUPILS

In order to achieve the aims of educational psychology it is necessary to have a specially trained staff in charge of the psychological examination of pupils.

The documentation on which this study is based enables us to state that in many countries specialized psychologists are trained to attend to the particular needs of schools and pupils. In the large towns institutes, laboratories and various centres of educational consultation have been created. There are also a large number of teachers who show interest in the practice of educational psychology. However, in no country is educational psychology practised in all schools under the charge of a body of specialists.

In a dozen of the countries taking part in our inquiry educational psychology seems to be mainly in the hands of specialists working full time. Their work, however, generally covers only a limited number of schools and pupils.

In a larger number of countries (about 22) the psychological examination of the pupils is chiefly undertaken by primary and secondary teachers in addition to their teaching duties. In 12 of these countries, besides members of the teaching profession who are concerned with the practice of educational psychology, there are also specialized psychologists.

It should be mentioned here that persons specializing in educational psychology are not always attached to schools, but are often on the staff of institutions in charge of the psychological examination of pupils. We have already alluded to these institutions to some extent in the description of the aims of educational psychology, and we will mention them again in greater detail at the end of this chapter.

Educational psychology, however, is not practised in all the countries who replied to the inquiry. Nine of them stated that they had no psychological services, but that they intended to create such services in the near future.

1. SPECIALISTS IN EDUCATIONAL PSYCHOLOGY

Educational psychologists are generally attached to centres of consultation and guidance and sometimes to schools. They do not all have the same training and have not specialized in the same problems. Their number varies according to countries and regions and they hold different titles.

In Australia, for example, school counsellors in many districts are completely in charge of applied psychological guidance and various educational and scholastic problems. There are about sixty of these persons, of whom more than forty work in New South Wales.

In the United Kingdom, the local education authorities of England and Wales employ from seventy to a hundred educational psychologists. In addition, in certain areas the examination of backward children is made by specially trained school doctors, while the guidance of children with no particular problems is often entrusted to special officials who sometimes use psychological methods.

In Canada 380 school counsellors of whom many have specialized in psychology, are in charge of guidance in British Columbia; in Ontario 8 specialists in educational psychology supervise the pupils in primary schools, and in the province of Saskatchewan 12 to 15 guidance counsellors are responsible for the larger secondary schools, while in Regina, a psychologist undertakes the work in the primary schools.

In France, especially trained members of the teaching profession are in charge of educational psychology, working full time. In the Seine Department twelve educational psychologists, and at Grenoble three psychologists, are officially attached to primary schools.

There are also psychologists in various consultation services. In Paris, apart from the doctors on the staff of the Centre of Educational Psychology attached to the Lycée Claude Bernard, there are two educational psychologists with experience in psychoanalysis, a specialized assistant educational psychologist who directs the sessions of psycho-drama, and a primary school teacher in charge of psychological re-education, while other teachers who have specialized in improvement classes supervise the re-adaptation class and several specialists are in charge of re-education in speech, writing, movement, etc.

In Poland educational psychology is generally in the hands of specialists. They are attached to schools or more often work in centres of consultation. In Warsaw there was already before the war a Chief Educational Psychologist attached to the educational administration of the capital. His duty was to supervise and co-ordinate the work of all the other psychologists.

In Switzerland, according to the information received from several cantons, there is an educational psychologist for the town of Basle, a psychologist for the town of Bern and a psychologist who superintends in a semi-official capacity the psychological service in the canton of St. Gallen.

In the United States, according to the reply received from the Office of Education, several thousands of people are attached to the psychological services to provide for: the examination of backward children and difficult pupils, the individualization of teaching under the best conditions, and the solution of problems of educational and vocational guidance. Persons with a psychological training who visit homes are called Home Counsellors, Visiting Teachers, Social Workers, or Psychiatric Social Workers, according to circumstances.

In the Netherlands there is a psychologist with a university training attached to the school for backward and difficult children in Amsterdam, and a psychologist who plays an important part in the St. Michel Gestel Institute for the Deaf and Dumb.

In New Zealand, apart from the official of the Department of Education and Hygiene who is concerned with educational psychology, there is a psychologist who practises in Wellington.

In the Union of South Africa there are nineteen educational psychologists, of whom nine are in the Cape of Good Hope (six for primary schools and three for secondary schools).

2. MEMBERS OF THE TEACHING PROFESSION ENTRUSTED WITH THE PRACTICE OF EDUCATIONAL PSYCHOLOGY

As we have already mentioned at the beginning of this chapter, in the majority of countries it is the members of the teaching profession who are chiefly interested in the practice of educational psychology to a greater or lesser degree.

Thus in Roumania the work of educational psychologists in the secondary schools is carried out mainly by the philosophy teachers. They are sometimes helped by other teachers in the establishment to which they are attached.

In Ecuador the practice of educational psychology is mainly entrusted to the primary teachers who are concerned with it and who, on their own initiative spend a large part of their time in this work, whereas in secondary education only certain schools make use of educational psychology.

In the Republic of the Philippines, according to the reply given, there are Deans supervising the studies of the boys and the girls in certain secondary schools, whose special duty it is to observe the improvement in school achievement of the pupils who have difficulties in adaptation to the needs of school life.

In New Zealand collective psychological examinations are given by officials of the Departments of Education and Health.

In certain cantons in Switzerland there are, in addition to psychologists, members of the teaching profession in charge of educational psychology. Thus in the canton of Bern there is, in each district, a secondary school teacher with university training, chosen by the teachers' society, who is responsible for the psychological services in schools. At Geneva and St. Gallen two specialized teachers work part time in this field.

In Poland in the districts where there is no specialist for the diagnosis of backward children which is compulsory throughout the country, the task is frequently entrusted to the directors of schools for backward and difficult children.

In Greece the Professor of Education at the University of Athens is actively interested in educational psychology. He has at his disposal an experimental primary and secondary school and a university department of experimental psychology.

The number of teachers and professors working on the different problems of educational psychology varies from one country to another. The information supplied to us on this subject is mainly approximate and comes only from certain countries.

It was stated in the Canadian reply that at Winnipeg, in the province of Manitoba, two teachers work full time and two others part time at the practice of educational psychology; in Ontario eight teachers are exclusively employed in educational psychology while four hundred teachers spend part of their time on this work.

In the Union of South Africa (Orange Free State) the functions of educational psychologists are carried out by five specially chosen school inspectors.

In Austria there are about seven hundred and fifty members of the teaching profession who are mainly occupied with problems of educational guidance.

In Roumania a hundred and twenty teachers of philosophy for the whole country carry out the duties of educational psychologists in the secondary schools. Their main task concerns the guidance of their pupils.

3. INSTITUTIONS CONCERNED WITH THE PSYCHOLOGICAL EXAMINATION OF PUPILS

The institutes of research and consultation in which educational psychologists work differ in titles, statutes, and programme of activities, but all are concerned with the practical application of questions of educational psychology to a greater or lesser extent.

Institutions of research and psycho-educational consultation exist not only in the countries where the practice of educational psychology already plays an important part, but also in the countries where it is still in its early stages.

In Canada there are consultation services of individual guidance for pupils in several districts of Nova Scotia (at Kentville, Halifax, Liverpool, Yarmouth, etc.) and further development is contemplated; in Ontario mental hygiene clinics have been established. In Manitoba, specially at Winnipeg which includes half the pupils in the province, there is a child Guidance Clinic with very extensive activity. In particular, the psychological division of this service carries out collective and individual examinations of pupils, and also gives valuable advice to teachers, educationalists and parents. The division of handicapped children supervises the education of all children showing an anomaly of development. The division of social work contributes to the educational training of persons concerned with semi-educational movements in order to increase the efficiency of their educational influence.

In the United States there are psychological services in nearly all large towns. We have already noted that the services of consultation and the psychological clinics give treatment to particularly difficult children.

In France, independently of educational psychologists, schools may ask for help at neuro-psychiatric consultation services of social hygiene, at centres of vocational guidance and at medico-educational consultation services. Among these should be mentioned the centre of psycho-educational services attached to the Lycée Claude Bernard, the laboratory of the hospital for sick children, the laboratory of child psycho-biology, the laboratory of mental health of the Henri Rousselle hospital, etc. At Paris there is also a service for the examination of abnormal children.

In Poland, the majority of educational psychologists work in psychological consultation centres. The latter are at the moment being organized. Before the war there were seventy in existence.

The psychological examination of difficult children also enters into the field of activities of the State Institute of Mental Hygiene at Warsaw with branches in the provinces.

In the Republic of the Philippines the Measurement and Research Division under the supervision of the Bureau of Education is officially in charge of psychology applied to educational problems.

In Switzerland we have already mentioned while discussing the aims of psychology that different medico-educational centres for school observation (e.g. Geneva, Valais, Vaud) diagnose and treat difficult children. In addition schools and parents can have their children examined by centres of vocational guidance which exist in several cantons (Bern, Geneva, Zurich, etc.).

In Czechoslovakia psychological institutes and "Provincial Centres of Classification", etc. are being established, where specialized psychologists give advice to educationalists and parents concerning the difficult pupils whom they are called upon to examine. There are also special commissions composed of a doctor and teachers with appropriate training who decide if the child needs to be sent to a special school or only to a corrective school. At Prague the Institute of Manpower acts as a special centre of vocational guidance, and in each district there are vocational guidance centres attached to the offices for the protection of labour which help children of school age in the choice of employment through psycho-technical examinations.

In Italy, since 1925, there has been an Institute of Vocational Guidance in Rome under the direction of a doctor who has specialized in psychology assisted by a qualified staff also concerned with educational psychology. At Florence there is a centre of educational psychology attached to the Community Institute of Vocational Guidance which carries out the same work. At Genoa independent schools for psychiatric abnormal children, directed by a doctor-psychologist assisted by twenty-three specially trained teachers are responsible for the examination of abnormal children in the schools of the province, as well as for educational and vocational guidance.

In Mexico there is a National Institute of Education which has a psychological laboratory and a "behaviour clinic" entrusted with the theory and practice of educational psychology.

In Bolivia the Department of "Educational Measures and Achievements" which was established in 1940 and later transformed into the Educational Research Institute deals with educational psychology.

In Denmark several municipalities have established offices of educational psychology. The office at Copenhagen includes at present (1947-1948): one director, thirteen psychologists and two assistants; the office at Frederiksberg, one director and four psychologists; that of Gentofte, one director and one psychologist.

In Bulgaria there are special medico-educational institutes. Of these, the Central Institute of Sofia and the regional Institutes at

Ploydiv and Pleven should be mentioned, where educational psychologists devote themselves to the psychological examination of children sent to them by schools.

In Hungary laboratories of medical or psychological education and guidance centres have been organized. In 1946-1947 four new laboratories of educational psychology were established.

In Colombia educational psychology is practised in the district of Antioquia by a medico-educational institute and, at Bogota, experiments in this field have been carried out in a training college for men. In addition, the University of Bogota has established a psycho-technical section in charge of the guidance of students upon their entry into university. This section also has a consultation service for all students and carries out research on the standard of university work.

In Peru the National Psycho-Educational Institute has a department of experimental psychology responsible for the examination of difficult children in the schools of the capital. In addition, the following institutes of experimental education should be mentioned : Barranco, Miraflores, Arequipa, Cuzco and Puno.

In Portugal pupils are sent when necessary to the Costa Ferreira Mental Hygiene Institute at Lisbon for examination or observation.

In Australia several States have a vocational guidance section attached to the Employment Service, and sometimes psychological services in clinics of the government departments concerned with child welfare or mental hygiene. These psychological services are best developed in New South Wales where the Department of Labour also has a Vocational Guidance Bureau.

In Belgium there are offices of vocational guidance recognized by the State. In addition the community of Angleur-les-Liège has an experimental laboratory of education and psychology for its pupils.

It should be mentioned here that in Argentina there is a neuro-psychiatric consultation service at Buenos Aires to which particularly difficult pupils can be sent ; in Cuba there are laboratories of educational psychology ; in New Zealand psychological clinics attached to the university colleges in four centres ; and in Uruguay there is the Sebastian Moray Otero laboratory of educational psychology responsible to the Council for Primary Education.

III. PUPILS GIVEN PSYCHOLOGICAL EXAMINATION

In order to appreciate better the extent to which educational psychology is being practised today, the following are some facts concerning the pupils who benefit from it at the present time in the countries taking part in our inquiry. The more or less precise information which we have on this point comes from 25 countries.

1. THE NUMBER OF PUPILS BENEFITING FROM EDUCATIONAL PSYCHOLOGY

The numerical facts which we are about to give are valuable only if they are taken in conjunction with the information which we have on the methods of educational psychology and the categories of persons who are concerned with it. All these factors vary in different countries.

It should be recalled here that the aim of psychological examination may be analysis, selection, guidance or the solution of a special case with particular individual difficulties. This examination is made either by a specialized psychologist attached to a school or a consultation centre, or by a teacher who only works part time at educational psychology. The pupils are examined collectively or individually according to the purpose of the examination. It is obvious that these different points have an influence on the number of pupils examined.

Having stated this we can proceed to give some figures showing the number of pupils who undergo psychological examination.

In Austria the teacher who generally works part time at educational psychology tests 150 to 400 pupils annually.

In Cuba a teacher who works in an educational psychology laboratory where he is assisted by educationalists, tests 100 to 150 pupils.

In Canada in the province of Manitoba two teachers test 6,000 to 7,000 pupils and two others about 10,000 pupils (in Winnipeg); In Ontario eight teachers who work full time at educational psychology have under their charge 7,000 pupils, the four hundred teachers who work in addition to their teaching duties are responsible for only 1,000, while the ten specialized psychologists of Saskatchewan examine annually the 8,500 pupils of the province; the sole psychologist at Regina controls 5,000 pupils of the primary schools.

In the United Kingdom (Scotland) in the districts where a complete psychological service exists there is one psychologist for 15,000 to 30,000 children, but generally only a few hundred are examined.

In the United States certain educational administrations have a psychologist for every 1,200 pupils.

In France each educational psychologist has control of about 1,000 children from 3 to 15 years of age. The Centre of Educational Psychology of the Lycée Claude Bernard in Paris which examines children with character and behaviour troubles as well as those who are maladjusted to school work and life, undertakes about 500 cases per year. The psychological services covered in 1946-1947 a total of 7,000 children and will cover in 1947-1948 about 15,000 children.

In Roumania each philosophy teacher has under his care in the secondary school all the pupils whom he teaches, thus : 50 pupils of the third year, 40 of the sixth year and 40 of the eighth year.

In Switzerland in the school medical clinic of the canton of Vaud one permanent assistant psychologist treats approximately 150 pupils annually ; in the town of Basle where the psychologist is only consulted for advice, he can examine nearly 2,000 cases annually.

Several of the replies give general indications concerning the total number of pupils benefiting from educational psychology, without any allusion being made to the number of pupils under the control of each psychologist or each specialist teacher.

Thus in Argentina the neuro-psychiatric consultation centre of Buenos Aires examined 1,273 children in 1946.

In Belgium the total number of pupils who come on their own accord to centres of vocational guidance is estimated to be about 20,000 annually.

In Italy the Institute of Vocational Guidance in Rome examines all children in the fifth primary grade, i.e. about 20,000 pupils annually, while the training college for teachers of abnormal children in the capital tests about 350 cases per annum. The Institute of Vocational Guidance in Florence also examines about 20,000 cases annually. (These examinations can be so numerous because of the collaboration of teachers who attend courses in these institutes.)

In Peru the number of pupils observed regularly from a psychological point of view at the special training institute in Lima is 120.

In Poland systematic observation and regular examination of all pupils is practised in the schools to which psychologists are attached. On the other hand as the diagnosis of backward children is compulsory, it is carried out throughout the country.

In the Union of South Africa, especially in the Orange Free State, only 5% of the pupils (i.e. those with a special problem) are given a psychological examination.

2. PUPILS EXAMINED AT THE BEGINNING, IN THE COURSE OF, OR AT THE END OF THEIR STUDIES

Psychological examination takes place in certain countries chiefly when the pupils are first admitted at the beginning of the compulsory schooling period, in other countries it is principally practised when the pupils leave school. In some countries the pupils are examined during the course of their studies, generally when being promoted from one class to another, at the beginning or end of the year, or only when they show an individual problem.

When the children are given a psychological examination on admission to school it is chiefly to diagnose backward children for



whom there are special schools, or less frequently to form homogenous groups of pupils according to their capacities and standard of development.

Thus according to the replies received, all pupils are examined at the beginning of compulsory schooling, usually by collective tests, in the following countries : Belgium (Brussels), Canada (Winnipeg, province of Manitoba), Norway (in the districts where there are educational psychologists), Italy (Rome, Genoa, Florence), and in the Dominican Republic.

In the community of Anderlecht (Belgium), the examination of pupils in primary schools who are maladjusted to the ordinary curriculum or who show in subsequent classes educational backwardness, is made on the basis of a questionnaire answered at school. The selection and guidance, as such, of the pupils suggested by the school is ultimately made at the garden school where they are placed under constant observation for the period of a school year, and a check is made of the results of education and teaching by psychological and educational examinations.

In Bulgaria, since 1939, children wishing to enter school before the regulation age have been given a psychological and medical examination at Sofia and Plovdiv in order to ascertain their aptitude for school work.

In France in the districts where there are psychological services, all pupils are given an examination at the beginning of compulsory schooling.

In Poland only pupils suggested by the teacher are examined as a rule at the beginning of compulsory schooling ; they are selected by him on their admission to formal teaching or during the first school year, if it is noticed that they have an anomaly of intellect or character. The psychological examination later takes place in a consultation centre.

In Syria the Department of Education is chiefly interested in the selection of pupils for the training colleges. Such pupils are generally given aptitude and vocational tests during the entrance examinations.

The practice of having psychological examinations at the end of schooling aims at giving the pupils guidance in the choice of subsequent studies or vocations in which they show the greatest aptitude.

In Australia (New South Wales) all pupils are given a vocational examination upon leaving school ; in Bulgaria (at Sofia and Plovdiv) the examination is made individually or collectively at the request of parents or at the suggestion of teachers ; in Norway this examination has been given for some time in the districts where there are educational psychologists.

In Italy the Institute of Vocational Guidance in Rome examines all the pupils at the end of primary school, in order to give them

advice on the pursuit of their studies and on the choice of a trade. All candidates for certain technical schools (watchmakers, caterers, etc.) are also given this examination for the purpose of selection, as well as university students who require advice and guidance. The centre of educational psychology attached to the Institute of Vocational Guidance of Florence is concerned among other things with the educational and vocational guidance of pupils who desire it.

In Poland great efforts are being made to provide for the vocational guidance of all children leaving school.

In the United Kingdom (Scotland) most of the children undergo a collective examination before passing from primary to secondary school.

In some countries a psychological observation of pupils is made annually in schools, districts, or provinces which have certain services of educational psychology.

In Austria according to information supplied by the Federal Ministry of Education in this country, all pupils between the ages of 10 and 14 are examined each year in order to give them vocational guidance.

In Bolivia all children in the primary schools of Sucre (about 3,500 pupils) undergo a collective psychological examination annually.

In the Republic of the Philippines standardized tests of general knowledge are given each year to pupils and students in all classes of primary, secondary and higher education.

In Switzerland (Geneva) all pupils in certain classes are given an annual psychological examination.

In the United States pupils are generally given a psychological examination every three years, usually during the 1st, 4th, 6th, 9th and 12th school years.

In some countries psychologists attached to schools or working in consultation centres examine primarily or exclusively pupils with individual problems.

Thus in Denmark educational psychologists are only concerned as a rule with the diagnosis of special cases (pupils showing difficulties of character and school adaptation). At Copenhagen they supervise and examine also repetition classes composed of pupils showing a degree of backwardness not yet classified. They must also undertake a supplementary examination for children who have spent a certain time in special classes for backwardness in reading.

In Canada all children in Winnipeg (province of Manitoba) who show a particular problem undergo an individual psychological examination and very often, they are subsequently observed for a certain period of time by adjustment teachers.

In Switzerland the medico-educational centre of the canton of Vaud only examines children who show a particular individual problem.

IV. METHODS

In educational psychology, as in the other scientific or technical fields, the possibility of attaining a satisfactory result depends upon the adoption of appropriate methods; on the other hand the improvement of methods of investigation represents a further problem. For this reason we shall endeavour to group the methods of investigation according to the general aims of educational psychology. Such a classification is difficult to make because the scope of a test depends largely on the conditions of its application and frequently we only have vague information on this subject.

On the other hand since many tests may be used for one or other of the proposed aims, we will only mention them in the light of the aim for which they are most usually employed.

It should perhaps be mentioned here that the following headings do not in any way aim to give a complete inventory of those used, but only to include those which at the present time are generally considered to be the most efficient to provide an answer to the different problems of educational psychology.

1. TESTS EMPLOYED MAINLY FOR PROBLEMS OF DETECTION

Alfred Binet intended to establish educational psychology in order to discover medically backward children (cases with nervous or physical trouble, sensory weakness or mental abnormality), by making a distinction between those cases and educationally backward children (i.e. children who do not show physical or mental defects and whose backwardness consists only in educational insufficiency due to the negligence of parents or to the fact that they come from a country where another language is spoken). The method which he evolved to this end has been found to be very satisfactory and is therefore generally used, either in its original form or more often in a modified form for application to various cases. In 22 of the countries who gave information on this point the Binet-Simon tests are used in their original form, or in one of the revisions (Stanford, Terman, Terman-Merrill, etc.), or in translations.

The replies received show that for problems of detection the following tests are also used: Bobertag (Argentina, Bulgaria, and Hungary) Decroly's scale (Argentina, Colombia and Ecuador), Fihlo's ABC test (Argentina, Bolivia, Dominican Republic, Mexico, Peru and Uruguay).

Porteus's maze, mentioned in the replies of Argentina, France and the Union of South Africa, and the De Sanctis test used in Italy, which have no verbal application, are also used in the diagnosis of certain cases of backwardness.

2. METHODS USED ESPECIALLY IN DIAGNOSIS

In order to understand individual characteristics different formations and motives should be analysed in detail. This can be achieved with the help of various tests. We will make separate mention of those tests which concern the examination of cognitive functions (formation) and those having a more particular bearing upon emotions (motives).

Tests used in the examination of cognitive functions.

In the examination of formation use is made of analytical tests of sensory aptitude, concentration tests, tests of memory, imagination, association, judgment and reason, etc.

In this connection the replies received from Canada, Colombia and the United States mention the use of the Wechsler-Bellevue tests, those of Cuba, France, Mexico, Peru and the United Kingdom mention Koh's test.

Further to the establishment of diagnosis the replies from Belgium and Bulgaria mention the use of Christiaens' tests. The reply from Cuba mentions those of Stenquit, Seashore, Knauber and Meier. The official replies also indicate that the following tests are used: Heider, Roloff, Rybakoff (Poland), Alexander's passalong test (United Kingdom, Union of South Africa), Drever Collins (United Kingdom), the Biaesch test (Bulgaria and Switzerland), the tests of Rey, Meili and Inhelder (Switzerland).

The following tests are also mentioned: Seguin's many-sided figure, Knox's profile and cubes, Gluck's boat, Raven's drawing, the scales of Luquet, Rouma and Wintsch (Argentina), Dominion, Grace Arthur (Canada), Mira's verbal intelligence test, Lahy-Rodrigo's test of logical intelligence, Dunaiewesky's test, Piéron's abstract intelligence test, Toulouse-Piéron's sign elimination test (Colombia). The reply from Ecuador mentions the use of the Piéron and Concordia tests; the French reply cites Fay's drawing test, Zazzo's double elimination, Rey's complex figure, Prudhommeau's portfolio of drawings, Zazzo's lateralization test. The Italian reply mentions the Piéron test, and that of Portugal, Fay's drawings.

We can also add several other tests to this list. Namely the Good-enough test (Argentina, Colombia, Peru), Foucault's test (Italy), Desceudres' test (Mexico and Peru), Buehler's test (Bulgaria and Switzerland), Witmer and Goddard's planchettes (Portugal), Fick's test (Union of South Africa).

Techniques employed in examinations of emotion.

In this type of examination the Rorschach test seems to be the most extensively used. It is explicitly mentioned in the replies of the following countries: Argentina, Colombia, Cuba, Denmark,

France, Hungary, Italy, Portugal, Switzerland, Union of South Africa, United Kingdom and Uruguay. Also mentioned are Murray's thematic aperception test (T.A.T.) (Colombia, Cuba, France, Uruguay), Wartegg's test (Hungary and Italy).

The reply from Colombia mentions the use of the following tests of personality: free drawing, Neyman-Kohstedt, Bernreuter, Minnesota Multiphasic Personality Inventory, Maller Glaser's list of interests, Bachilleres questionnaire of ideals, and Rodrigo's catalogue of interests. The French reply mentions the use of Palmade's test, and that of Mexico an examination of personality and of habits of study, the Coxe-Orleans examination and a test of vocational interests. The Polish reply indicates the use of tests and questionnaires of preferences. Tests of associations are mentioned in the replies from Argentina and Switzerland. The reply from Uruguay lists Bernreuter's personality questionnaire, Mira's personal questionnaire and autobiographical methods. In Switzerland use is made of the Duss test and many drawing tests as well as of modelling and games.

The cataloguing of the reactions to tests is to psychology as significant as serious examinations are to medicine. In order to arrive at a diagnosis the tests cannot dispense with clinical study. The necessity for direct observation of the child is generally apparent and many consultation services use the information which can be supplied on his behaviour by those in close contact with the child (teachers or parents). Observations collected from this source are all the more valuable because they are made by the best qualified people. The psychological training of teachers is here seen to be of great use.

In the replies of Denmark and Italy the use is clearly shown of the information gathered from parents and teachers in the framework of a more complete study.

In Switzerland specially organized services enable the psychologist to make prolonged observation of the child himself if considered necessary.

3. TECHNIQUES USED IN EDUCATIONAL AND PRE-VOCATIONAL GUIDANCE

Some of the tests already mentioned can be used in educational and pre-vocational guidance but the final solution of these problems requires more analytical methods than those used for determining retardation and yet more rapid than those used for special diagnosis.

Both Rossolimo and Vermeylen worked out techniques based on those of Binet but more analytical, their use is mentioned in the replies of Argentina and Italy. Generally however, the use of a series of tests which can be given collectively as far as possible is preferred.

In many countries (Argentina, Bolivia, Canada, Colombia, Cuba, Union of South Africa, United States) use is made of the "Pintner", "Pintner-Cunningham", and "Pintner-Patterson" tests. The use of the Otis tests is mentioned in the replies from Australia, Bolivia, Ecuador, Mexico, Portugal and the United States.

In order to solve problems of educational guidance the Australian Council for Educational Research has established special tests. The replies from Bolivia and Colombia indicate the use of McCall's multimental scale.

In Canada use is made of the California test of mental maturity, the Canadian intelligence examination, the Ontario school ability examination and the Laycock mental ability test.

The replies also mention the so-called pencil and paper tests (Cuba), the Minnesota paper form board (Australia and Colombia), the Kuhlmann-Andersson and Detroit tests (United States and Mexico), Dearborn's test (Colombia, Denmark and Norway), Moray House test (United Kingdom), different general knowledge tests (Denmark, Ecuador, Philippines, Poland and Union of South Africa), different army tests, Thurstone's test, Claparède's test of calculation speed, the Claparède-Walther cutting out test, Oscar Bustos arithmetical reasoning and Bachilleres apprenticeship tests (Colombia).

Oseretzky's scales are generally used to determine the speed standard.

V. TRAINING OF EDUCATIONAL PSYCHOLOGISTS

1. TRAINING OF SPECIALIZED PSYCHOLOGISTS

Educational psychologists attached to schools or consultation centres have usually undergone a university training in education and psychology. In certain countries psychological training is regarded as the basis and education is chosen by the candidates as a secondary subject. In other countries, on the contrary, the training is mainly educational. In some countries educational psychologists may not practise without having spent several years in teaching. It sometimes happens that the psychological services are in the hands of the school doctors.

We will begin by giving several examples of countries where psychological training appears to predominate.

In Poland, in order to become an educational psychologist, it is necessary to have spent four years in a university and to have obtained a bachelor's degree in psychology, and to have gained experience in a psychological consultation centre.

In Norway, to obtain a diploma in educational psychology, the

candidate must have passed examinations for a B.A. degree, with psychology as the major subject, and preferably education among the minor subjects. Before practising the candidate is expected to have gained certain experience in practical psychology. The training of educational psychologists is organised by the university of Oslo.

In Switzerland all psychologists have a university training and have also attended special institutes. Future educational psychologists who are training at the Institute of Educational Sciences (J.J. Rousseau Institute) of the University of Geneva, must acquire a general knowledge of psychology and education during the first year of studies and pass the examination for the Certificate in Education of the Faculty of Arts; during the second year they must undertake research in three different fields of applied psychology (child study, vocational guidance, study of perception, movements, etc.), and during the third year they undertake research work for their diploma.

In Roumania the teachers of philosophy in the secondary schools are responsible for the practice of educational psychology. They have a bachelor's degree in philosophy, obtained after four years of study comprising two years of general psychology, one year of applied psychology and one year of experimental psychology. These studies are made in the seminars of psychology attached to universities or in institutes of psychology.

In Canada a university degree with specialization in psychology and education seems to be generally required of educational psychologists. In the province of Manitoba, at Winnipeg, where the services of educational guidance are highly developed, a B.A. degree is required from educational psychologists, as well as a Master's degree in educational psychology and certain practical experience gained under the direction of a psychiatrist.

In the United States the educational psychologists have usually passed the A.B. or M.A. degree with psychology as one of the subjects. The candidate must also have followed courses in education and sometimes in sociology besides his regular university studies.

The replies of two other countries, Hungary and the Republic of the Philippines, state that their educational psychologists must have specialized in psychology. No mention is made of the educational training of these psychologists. In Hungary, it should be noted, an educational psychologist who works in a laboratory of educational psychology must have obtained the degree of doctor of philosophy with psychology as one of the subjects. In the Republic of the Philippines psychologists are generally holders of a Ph.D. degree, their main subjects having been child psychology, measurement and research, guidance, developmental psychology, abnormal psychology, clinical psychology, child and curriculum development.

We now mention examples of countries where an educational

training or teaching experience appears to be particularly important for the training of educational psychologists.

In Australia the services of educational psychology are generally carried out by members of the teaching profession who have, in addition to their teaching training, a university degree in psychology.

In Cuba educational psychologists who work in psychological laboratories must have obtained a doctor's degree in education and they must also have appropriate post-graduate training either in foreign universities or practical experience in a psychological clinic.

In the United Kingdom a university degree is generally required from educational psychologists with honours in psychology or its equivalent, teaching experience from two to five years and a year of specialization in child psychology.

In France educational psychologists must fulfil two conditions: they must either be primary or secondary teachers or they must have had scientific training with a university diploma recognized by the State. For the present this diploma is that of educational psychology obtainable at the Institute of Psychology of the University of Paris.

In Denmark the educational psychologists employed are teachers who have graduated from a training college and have had several years of practical experience and who have also passed a university examination in psychology, or for a fellowship, or the examination in educational psychology introduced in 1944.

In Austria candidates for the posts of educational psychologist must have five years' satisfactory teaching experience and, if possible, have studied psychology in a university or educational institute. They must also have successfully completed a special course of professional training organized by the Federal Ministry of Education.

Several examples should also be mentioned here of countries where the posts of educational psychologist are filled by doctors specially qualified in psychology.

Thus, in Italy the directors of the Institutes of Psychology and Vocational Guidance (Rome, Genoa, Florence) are graduates in medicine or in philosophy who have specialized in psychology.

In France the examination of difficult children is often undertaken by specialists in certain medico-educational or neuro-psychiatric centres. In Paris the centre of educational psychology attached to the Lycée Claude Bernard has two directors, one a doctor and the other a teacher, who are in charge of the medical and educational sides respectively. In addition to the educational psychologists with psycho-analytical experience and other specialists who work at the centre, there are several doctors, well known child specialists who are in charge of the consultation and re-education.

In Switzerland, in the canton of Vaud, the work of the medico-educational centre is chiefly carried out by doctors, specialized in

psychiatry, with the help of permanent assistant psychologists and additional assistants. In other cantons the services of educational psychology are undertaken by doctors with or without special training in psychology, or by psychologists, or even by doctors assisted by psychologists.

In Bolivia the present staff of the Institute of Educational Research was trained abroad, in well known institutes in London, Chicago, Lisbon, etc.

2. TRAINING OF TEACHERS WORKING PART TIME AT THE PRACTICE OF EDUCATIONAL PSYCHOLOGY

We have just mentioned the training of specialized psychologists but, as we have already seen in preceding chapters, in many countries the teachers themselves, in addition to teaching in schools, are mainly in charge of the practice of educational psychology. Their training for this work is often very hurried.

In this connection the reply from Belgium states that educational guidance in this country is generally carried out in the schools or in centres of vocational guidance, and that vocational guidance counsellors who work in these centres are mostly recruited from among the primary and secondary teachers, who continue with their main work in school.

In the United States the rules regarding the training of the teaching staff aim to make each teacher a psychologist, so that only cases needing special treatment remain outside their competence. Many teachers in primary schools in this country are also trained to diagnose difficulties in reading and know how to give and interpret intelligence tests.

In the United Kingdom (Scotland) all teachers receive sixty to a hundred hours of training in psychology, during which they are shown the technique of tests. This training enables them to collaborate helpfully in the work of educational psychologists.

In Poland, in the districts where there are no specialized psychologists, the school authorities entrust the diagnosis of backward children to the directors of the special schools for backward and difficult children. In addition to their knowledge of the psychology of handicapped children, these directors must have attended supplementary refresher courses organized for them by the Institute of Special Education Warsaw.

In Italy before the war, the Ministry of Education organized in certain centres courses of vocational guidance which were attended by primary and secondary school teachers, who were relieved of their teaching duties for the duration of these courses.

In Canada the departments of education of provincial universities often organize refresher courses for members of the teaching profession. The University of Acadia is noteworthy in this field for organiz-

ing a guidance course at the university and evening courses at Annapolis Royal. These two courses are attended by numbers of teachers. In Nova Scotia annual summer courses of educational guidance are organized. The provincial training college also organizes series of conferences on guidance which are attended by many teachers of all grades.

In France the recruitment of educational psychologists is as a rule made from among the teaching personnel. Thirty teachers of the technical and secondary schools, chosen by the heads of these schools, are at the moment training at the Institute of Psychology in order to prepare themselves for the duties of educational psychologists.

In Hungary the question of close collaboration between schools and the recently created laboratories of educational psychology is now under study. The educational authorities consider that applied psychology deserves a more and more important place in the training of teachers and they therefore organize annual refresher courses dealing with educational psychology for teachers in service. In 1946-1947, 250 primary and secondary teachers attended these courses.

In the Dominican Republic the teachers in charge of psychological examinations have usually made special studies in psychology and education in the teacher' training institutions.

In Uruguay the Council for Primary Education and Teacher Training organizes refresher courses in educational psychology for teachers and a knowledge of adolescent psychology is expected from secondary school teachers.

VI. ADMINISTRATIVE POSITION OF EDUCATIONAL PSYCHOLOGISTS

1. AUTHORITIES TO WHICH EDUCATIONAL PSYCHOLOGISTS ARE RESPONSIBLE

Information regarding the administrative position of educational psychologists has been supplied to us by about twenty countries. These are for the most part countries where a reasonable number of university trained psychologists already exist, who work in certain schools or institutions dealing with educational psychology.

It is apparent from this information that in the majority of cases the services of educational psychology and the supervision of the work of the psychologists are organised by the central or local school authorities.

The reply from the Australian Council for Educational Research states that in Australia educational psychologists are appointed by

the State Education Departments and like other teachers are public servants responsible to the Director of Education. In New South Wales, where educational psychologists are more numerous, those who work in the schools are under the supervision of the officer in charge of the section to whom they submit their reports.

In Canada educational psychologists are usually responsible to the local school authorities. In the province of Manitoba, where services of educational psychology are well developed, they are responsible to the General Superintendent of Schools.

In the United States educational psychologists are appointed by the local boards of education through the superintendent of schools, and when their services are required by the State Departments of Education, they are appointed by the State Boards of Education through the State Superintendent of Education. Psychologists are responsible either to the principal of the school in which they work, or to a central agency, such as the Department of Research and Guidance, Department of Psychological Service, etc., or to both.

In the United Kingdom educational psychologists are appointed by the local education authorities of Counties and County Boroughs for service in schools administered by them. The services of those who are employed by voluntarily supported clinics are also available to local education authorities. In addition, certain authorities for public health employ psychologists for work with children of pre-school age and for adults in hospitals, when educational work is done as part of therapy.

In the Republic of the Philippines, where the Measurement and Research Division under the Bureau of Education is officially in charge of matters relating to child psychology, the Chief of that Division is appointed by the Director of Education, subject to the approval of the Secretary of Instruction, the Commissioner of the Budget, the Commissioner of Civil Service, and the Cabinet and President of the Philippines. Reports of psychological research are submitted to the Director of Education and published and sent to various schools for the information and guidance of the staff.

In France educational psychologists in the Department of the Seine are appointed by the Director of Primary Education. In the provinces the District Inspector appoints certain teachers to carry out the work of educational psychologists. From the point of view of administration, educational psychologists are responsible to the school authorities, but their work is supervised from the technical point of view by the psycho-biological laboratory for children of the School of Advanced Studies.

In Switzerland, in a more or less general way, psychologists are responsible to the Cantonal Departments of Education.

In Austria educational psychologists are responsible to the Federal Ministry of Education, to whom they submit their reports.

In Roumania the philosophy teachers in the secondary schools are in charge of the psychological examination of pupils in their classes. They are appointed by, and responsible to, the National Ministry of Education. The results of their examinations are not communicated to the Ministry but are entered into a psychological file kept by the director of the school.

In Bolivia the staff of the Institute of Educational Research, which is in charge of questions concerning educational psychology, is appointed by the Minister of Education at the request of the director of this Institute.

In Peru psychologists of the institutes of experimental education at Baranco, Miraflores, Arequipa, Puno and Cuzco, etc., are appointed by the Director of Primary Education, while the psychologists of the Special Training College in Lima are appointed by the Director of Teacher Training at the Ministry of Education. The Director of the Training College in Lima supervises the schools of special education in Lima, Callao, and Balnearios, in his capacity as inspector.

In the Union of South Africa (Cape of Good Hope, Natal, Orange Free State), psychologists are responsible to the Provincial Department of Education.

In Uruguay psychologists are dependent on the National Council of Primary Education and Teacher Training, and on the Ministry of Health.

In some countries services of educational psychology are sometimes organized by the educational authorities and sometimes by other administrative organizations or institutions. The educational psychologists in these countries are generally appointed by the administrative organization or institute in charge of these services.

Thus, in Norway, the organization and control of applied psychology are in the hands of the University in Oslo, and in the municipalities, where such services exist, they are under the supervision of the local authorities.

In Italy educational psychologists are responsible either to the universities or to the communities.

In Poland, already before the war, educational psychologists in Warsaw were subordinate to the school administration of the capital (or to a chief psychologist who co-ordinated the work of the others). At Lodz and Cracow they are responsible to the municipal authorities, and at Katowice to the Institute of Education, etc.

In Belgium the centres of vocational guidance are run privately or by the community or province, and the relevant authorities appoint their counsellors of vocational guidance and are responsible for all important decisions made on their behalf.

In Denmark it is the duty of the municipal administrative services to appoint educational psychologists. The psychologists are responsible, however, to the director of schools in their district and must submit their annual report to him.

In Cuba psychologists who work in laboratories of educational psychology in certain schools may be responsible either to the local administration for the communal school centres, or to the Ministries of Education, Health, or Social Welfare.

In the Dominican Republic teachers who give tests at the beginning of the school year are responsible from the point of view of educational technique to the Research Institute of Educational Psychology.

With regard to the relationship between psychologists and school doctors, the replies of nearly all the countries mentioned, indicate the existence of collaboration between the two services.

It should be noted, however, that in three countries psychologists are subordinate in certain districts to the school doctors.

Thus in Australia in the four psychological clinics for problem cases conducted by the New South Wales Education Department, the psychologists work under the general direction of the psychiatrist in charge.

In Switzerland, in the town of Basle, the psychologist is responsible to the Department of Education through the Chief Medical Officer of Schools; in the canton of Vaud psychological assistants, permanent and auxiliary, who are attached to the school medical clinic are subordinate to the chief psychiatrist.

In the Union of South Africa (Transvaal), psychologists are responsible to the Chief Medical Inspector, and are appointed by the Department of Education.

2. SALARIES OF EDUCATIONAL PSYCHOLOGISTS

After having defined the position of psychologists with respect to school authorities, and having given certain information on their relationship with school doctors, we now give some indications concerning their salary.

On the basis of the information which we have received we are in a position to state that the general material position of persons in charge of the psychological examination of pupils varies in different countries, being sometimes better and sometimes the same as that of the members of the teaching profession. Some replies have indicated the scales of salaries for psychologists without comparing them with the salaries of teachers.

Thus in Denmark educational psychologists receive the same salary as teachers, but have a supplementary allowance. After the proposed revision has come into force, directors of psychological services will receive the same remuneration as headmasters, and other psychologists the same as assistant masters.

In the United States the salaries vary from one administration to another, but those of psychologists are on an average higher than those of the teaching staff.

In Poland, the salary of an educational psychologist is the same as that of a qualified teacher in a secondary school, who has a university degree and who has passed a State educational examination.

In Austria members of the teaching profession who practise educational psychology receive the same salary as their colleagues but their teaching time-table is less rigorous.

In Roumania the teachers of philosophy who are concerned with the psychological examination of pupils in their classes receive the same salary as other members of the teaching staff in secondary schools.

In Bolivia the salaries of the staff of the Educational Research Institute vary from 3,300 to 4,600 bolivars. A chief of section earns less than a general inspector of primary education and an assistant professor less than the headmaster of a primary school.

In Switzerland members of the teaching profession entrusted with the psychological examination of pupils receive the salary of a teacher in their category with or without a supplementary allowance according to the cantons. At St. Gallen the teacher in charge of difficult children receives a supplementary allowance of 3,000 francs annually, the teacher in charge of backward children 1,600 francs; the latter, however, has less teaching duties than his colleagues. The cantonal psychologist has an annual salary of 10,400 francs. In Geneva the director of the observation service receives 16,000 francs per annum. In Lausanne permanent assistant psychologists in the school medical clinic of the canton of Vaud receive approximately from 5,000 to 6,000 francs per annum. It is proposed to increase most of the above-mentioned salaries.

In Canada the salaries of psychologists vary from one province to another: in British Columbia they range from \$2,000 to \$3,500 annually; in Manitoba, at Winnipeg, from \$1,800 to \$3,600; in Ontario, from \$2,000 to \$5,000.

In the United Kingdom, on the basis of an agreement recently concluded between the Association of Education Committees in England and Wales and the representatives of the psychologists, it was decided that the salaries of the latter should vary between £400 and £1,000 per annum, according to qualifications, experience and type of work. In Scotland salaries vary from £400 to £1,000 per annum for men and from £350 to £900 for women.

In the Union of South Africa, the salaries of educational psychologists vary between £300 and £1,150 annually in the Cape of Good Hope, and between £900 and £1,100 per annum in the Transvaal.

In Australia for the most part the salaries of psychologists vary between £500 and £800, but in the higher grades they can exceed £1,000 per annum.

In New Zealand the salary of the officers who test children for admission to special classes or who work in connection with vocational guidance, is fixed in relation to their salary as teachers and

varies between £400 and £650. The maximum salary for psychologists or psychiatrists attached to the Health Department is £825 per annum.

In Belgium the vocational guidance counsellors receive a salary of 8,000 to 10,000 francs annually, with an extra allowance of 20 francs for each case examined.

In Italy the salary of psychologists varies according to the importance of their function. The present salary of psychologists responsible to the communities is considered to be too small and it is proposed to increase it.

In Peru the psychologist of the Special Training College in Lima receives a monthly salary of 500 soles; the Institute of Experimental Education in Cazco provides in its budget for the monthly salary of 600 soles for a training college graduate who has specialized in psychometry, and the same sum for a graduate with special training in experimental psychology.

In Cuba psychologists attached to some laboratories of educational psychology receive between 100 and 200 pesos.

Finally in Uruguay the salaries of psychologists dependent on the National Council for Primary Education and Teacher Training and on the Ministry of Health vary to some extent.

VII. PLANS FOR THE DEVELOPMENT OF EDUCATIONAL PSYCHOLOGY

The foregoing chapters have enabled us to realize in a general way the present state of educational psychology. They have shown the real need for such services and how their usage is always appreciated. Thus it is not surprising to find in the official replies one or the other of the following phrases frequently occurring: "It is hoped to extend services of educational psychology over the whole country", "The creation of new institutes is foreseen", "This service is becoming more and more extensive, although its generalization has not yet been achieved".

The present plans for the development of educational psychology appear to follow three principal directions:

(a) Establishment of research institutes for the main purpose of carrying out supervision of school achievement and the elaboration of new teaching methods.

(b) Establishment of educational and vocational guidance on a psychological basis.

(c) Training of educational psychologists.

1. ESTABLISHMENT OF RESEARCH INSTITUTES

As the most important results of educational psychology are due to the activity of research workers in laboratories or psychological institutes, the educational authorities in several countries (Bolivia, Colombia, Poland and Roumania), are directing their efforts towards the establishment of such services.

The special purpose of the Educational Research Institute in Bolivia will be the study and recording of all facts necessary to the objective examination of the country's educational problems. It will endeavour to introduce the discoveries of scientific educational psychology into school life. The research work of the Institute will cover study of the child and the different factors in his development, study of the teacher and his conditions of work, and study of the different factors which might prejudice the efficiency of teaching.

Colombia contemplates establishing an Institute of Applied Psychology attached to the University of Bogota which will include different sections; some will be concerned with the practice of educational psychology as such (various consultations and study of school achievement), one with the training of personnel wishing to take part in applied psychology, and a research section will be in charge of statistics and publications and of the preparation of methods of work in the other sections.

The conference of educational psychologists in Poland held at the Ministry of Education in 1946 decided to establish a central institute of psychology whose aim will be to coordinate the activities of all the services of educational psychology, and to elaborate methods of examination.

The Roumanian Ministry of National Education envisages the establishment of an Institute of Educational Psychology which will include two sections, one educational and the other psychological. The psychological section will study all problems raised in connection with educational psychology and will draw up methods of educational guidance.

2. GENERALISATION OF EDUCATIONAL AND VOCATIONAL GUIDANCE

The establishment of psychological supervision in schools with the aim of giving guidance to all children is, according to several of the replies received, the next goal ascribed to educational psychology.

Austria and Finland intend to divide the country for this purpose into districts which will be autonomous from the point of view of educational psychology. In each district a chief psychologist will supervise the activities of all official services in charge of the guidance of children of school age.

In Italy it is proposed to establish a technical-industrial institute at Turin which will take the place of the Avogadro Institute destroyed

by the war, and which will have a centre of educational and vocational guidance. This Institute will be under the direction of the professor of psychology. The authorities also intend to give examinations of educational and vocational guidance to all pupils upon termination of primary school studies. Teachers will be specially trained for this duty and will be able to supplement the work of their colleagues.

3. PLANS FOR THE TRAINING OF EDUCATIONAL PSYCHOLOGISTS

The development of the services of educational psychology is often limited by the small number of qualified psychologists, therefore the educational authorities in many countries are concerned with the organization of the training for the necessary personnel; we have already mentioned the results achieved in this field in the chapter dealing with the training of educational psychologists. We mention here some similar projects.

In Italy it is proposed to increase the chairs of psychology, to establish a course of specialization in educational psychology, to organize refresher courses with the aim of keeping educationalists up to date with the most recent discoveries of psychology, and to give educational psychologists a complete training.

In Belgium counsellors of vocational guidance must undergo three years of university training.

In Bulgaria courses will be organized for the training of the staff for the future medico-educational institutes.

It should be added that the replies from the United Kingdom and the Union of South Africa (Cape of Good Hope) indicate the extension of services of educational psychology, chiefly the consultation services, with the increase in the number of psychologists.

In spite of its recent establishment and the obstacles of all kinds with which its pioneers have had to deal, educational psychology seems to have outgrown the stage of infancy and entered the period of practical application in many countries. To apply psychology to the diagnosis of backward children and to guidance is, in any case, considered a necessity. The present problems are chiefly concerned with the formation and generalization of services.

The immense interest which educational psychology has awakened in educationalists and educational authorities alike encourages hope for the future.

ARGENTINA

From the reply received from the National Council of Education

Psychology is used to diagnose and to treat maladjusted pupils (particular difficulties in one of the subjects taught, school backwardness, problems of character) and to assure a better adaptation of the teaching to the psycho-biological conditions of the pupils.

Teachers, instructed and helped by medical inspectors and school nurses, play the most prominent part in this work. They can refer particularly difficult cases to a neuro-psychiatric clinic. In 1946 in Buenos Aires this service examined 1,273 children.

Tests are most commonly used for psychological examinations such as analytical tests of sensory aptitudes (vision, hearing), motor activities (force, precision, coordination, equidynamics, speed); concentration tests (Bourdon's elimination, Woodworth's substitution, imitation of cubes etc.); memory tests, (identification, motor, visual and acoustic fixation, etc.); tests of imagination and association (rhymes, completion of expressions, interpretation and abstraction of resemblances, differences, etc.); tests of judgment and reason (criticism of images and absurd phrases); special aptitude tests (music, drawing, mathematics, reading, etc.); psychological studies of Vermeyley and Rossolimo. Synthetic tests are also used such as : Oseretzki's driving scale, Binet-Simon's metrical intelligence scale or one of the following revisions : Bobertag, Terman, Decroly, Fihlo ; the performance scales of Yerkes, Bridges ; Seguin's many-sided test, Pintner's manikin test, Knox's profile, Gluck's boat test, Knox's cubes, Porteus Maze, Raven's drawing test, Goodenough's test, the Luquet, Rouma and Wintseh scale, stimulated associations and Rorschach's test.

Educational psychology constitutes one of the branches of the normal school curriculum and the teachers trained there are, therefore, qualified to use the methods of this science.

In 1946 the school doctors, in collaboration with many specialists, undertook a systematic examination of children in repetition classes and of maladjusted pupils with the aim of determining the psychosomatic reasons for their difficulties.

A resolution adopted by the National Council of Education provides for new parents' associations in the schools of the capital. These associations will enable the teachers to give to the parents valuable advice based on the psychosomatic study of each child from records prepared by the teacher in collaboration with the school doctors and nurses.

AUSTRALIA

From the reply received from the Australian Council for Educational Research

The development of psychological services in education varies in different States. However all six States of Australia make use of psychological services which generally deal with the assessment of mental backwardness, examination of cases of maladjustment and the giving of educational and vocational guidance. In South Australia, Victoria and Tasmania, psychological services have in the past been chiefly directed towards the selection and education of retarded pupils; educational and vocational guidance has only recently been developed. In Western Australia and Queensland provision for vocational guidance has received most emphasis.

As a rule in Australia responsibility for psychological services is in the hands of members of the teaching profession who in addition to their training as teachers hold a university degree in psychology. In two States they receive the official designation of "psychologist" and in a third State such an appointment is about to be made. In New South Wales full time school-counsellors are appointed under the general guidance of the Division of Guidance, Research and Adjustment to provide services to schools in various districts.

The total number of persons who could be called school psychologists, i.e. only those especially trained and engaged full time on guidance and on various educational problems, amounts to about sixty. At least two thirds of these are employed in New South Wales. In two of the States the services provided are still slight but in one of these early expansion is expected.

In New South Wales vocational guidance is given to all school leavers. In four of the States group tests are systematically used for all pupils in certain categories. At times this takes the form of a survey of attainment in one or more school subjects for all children in one or more of the school grades. In Western Australia it takes the form of tests of intelligence and of special aptitudes for children in their final school year. In several States psychological examinations are given to backward pupils before admission to special classes.

The most commonly used individual intelligence test is the Terman revision of the Binet Test.

For group testing the most commonly used tests are those prepared and/or standardized by the Australian Council for Educational Research. These include the Otis Intelligence Test (intermediate

and higher forms), the A.C.E.R. Non-Verbal Test, A.C.E.R. Reading and Arithmetic Test, A.C.E.R. Speed and Accuracy Test, A.C.E.R. Mechanical Comprehension, Minnesota Paper Form Board, etc.

School psychologists are appointed by the State Education Departments and like other teachers are public servants responsible to the Director of Education. In States such as New South Wales where a number of officers are employed, those who work in the schools have their work supervised by, and report to, the officer in charge of the Section.

Salaries for senior officers may exceed £1,000 per annum but in the majority of cases the salary varies from £500 to £800.

No compulsory standards of training for psychologists are laid down, but for the most special positions in this field, applicants are expected to have a degree in psychology involving a three year course of university training in addition to professional training as a teacher.

Normally the psychologist is independent of the school doctor. However, in the four psychological clinics for problem cases conducted by the New South Wales Education Department the psychologists work under the general direction of the psychiatrist in charge.

In several States some psychological services are provided by clinics established by other government departments such as those concerned with child welfare or mental hygiene. Except in New South Wales these services are not very extensive.

In New South Wales the State Labour Department's Vocational Guidance Bureau is used. In all other States a Vocational Guidance Section is attached to the Employment Service established by the Commonwealth Government.

The Australian Council for Educational Research has published various reports on educational psychology. Other unpublished reports can be consulted at the universities.

There is a tendency in most of the States to develop psychological services, but their effort is restricted by the shortage of trained personnel.

AUSTRIA

From the reply received from the Federal Ministry of Education

Psychology is used to solve problems of guidance and general interest. This task is carried out by specialized members of the teaching profession who provide for limited instruction. Educational psychology is still in the state of organization; it is difficult to give the precise number of teachers who are actively employed. It is estimated at about 750.

In the future, each area (*Bundesland*) will have one chief psychologist, and psychologists will also be attached to each secondary school.

At the moment all pupils between the ages of 10 and 14 are examined annually. The principal aim of these examinations is vocational guidance. The other pupils are examined sporadically.

Thus each psychologist has under his care from 150 to 400 pupils. Methods employed by educational psychologists are still at the experimental stage. A definite selection of tests to be used will be made in the next few months after examination of those tests which are at the disposal of specialists who know the most recent methods.

Educational psychologists are responsible to and must submit their report to the Federal Ministry of Public Education. Their salary is the same as that of the members of the teaching staff, but of course they have fewer hours of teaching duty.

Candidates for a position of educational psychologist must have undergone five years of satisfactory teaching experience and if possible have studied psychology in a university or institute of education. They must, in addition, have successfully completed a special course of professional training organized for this purpose by the Federal Ministry of Public Education.

School psychologists are independent of the school doctor. Where there is no official school psychologist semi-official or private services may be used.

Research work has been done but has not been published owing to the lack of paper.

BELGIUM

From the reply received from the Ministry of Education

Educational psychology is being increasingly employed but it is not yet generally used in the country.

Since 1921 the greatest attention has been paid to the selection of the more gifted pupils who are awarded scholarships.

The retarded as such are not selected and separated from the rest of the pupils except in certain communities which have special training facilities such as those at Anderlecht-lez-Bruxelles, Antwerp, Angleur near Liège, etc. In the other large towns the selection of backward children is made by rather simple methods.

In the community of Anderlecht the selection of pupils for special teaching is carried out at the ordinary primary school. On the basis of a questionnaire answered by the class teacher and the headmaster of the school, a suggestion is made to the director of special education to send to the garden-school (24, "De Linde" Place) the pupils who are maladjusted to the ordinary curriculum, or who show backwardness in school subjects of one or more years. The director of special education visits the school and admits the pupils chosen for the garden-school, subject to the parents' approval. If the parents persist in opposing such a measure, in spite of the counsellor's advice and the conclusive results of the psychological examination (Binet-Simon) and of a supplementary educational examination the pupil must remain at school. At the garden-school a constant psychological and educational observation of the pupils is made during the school year. In addition, a psychological examination (Binet-Simon) for all children takes place towards the New Year and there is also an educational examination twice yearly in order to check the results of the education and instruction given.

The community of Angleur-lez-Liège has an experimental laboratory of education and psychology for its schoolchildren.

In Brussels mental tests are given when the children are enrolled in a school.

Educational guidance does not as yet form an independent activity but it is proposed to make it so in secondary schools. The recent creation of secondary pre-vocational schools is an experiment and has enabled the State to establish at the level of the first secondary year (pupils from 12 to 13 years) several sections of a similar standard to facilitate the gradual transfer of pupils. At Brussels a centre

of educational guidance, forming part of the technical training, has been established at the School of Arts and Crafts.

Besides these experiments which are exceptional, educational guidance is generally given at the school by counsellors or at vocational guidance centres recognized by the State.

The vocational guidance centres must be directed by certificated psychotechnicians or by vocational guidance counsellors. The latter are mainly chosen from amongst the teaching staff and keep their main work in schools. The possibility of relieving some of them from their teaching duties so that they may work full time at the vocational guidance centres is at present being considered.

The vocational guidance counsellors are employed on a contract basis with a salary of 8,000 to 10,000 francs and with a supplement of 20 francs per case examined.

As the vocational guidance centres are either private, communal or provincial, the authorities in question respectively appoint the counsellors and make all the important decisions regarding them.

The practice of vocational guidance is not yet established on a compulsory basis. Only a minority of pupils voluntarily apply to the vocational guidance centres. The average number of cases is estimated to be 20,000 yearly.

The tests used in vocational guidance centres vary according to the examining counsellor. In order to keep the full efficiency of tests their circulation is avoided amongst the public. The basic method was fixed by Mr. Christiaens in his work entitled "*Une méthode d'orientation professionnelle*" (published by Lamertin, Brussels).

Plans regarding the organization and development of vocational guidance are under study.

In future vocational guidance counsellors will be trained at universities during a four year course of study.

Recently a wide inquiry was conducted in the primary schools of Hainaut by Mr. Hotyat, Professor of the Provincial Normal School (for primary teachers) at Morlanwelz. The results of this inquiry have not yet been published.

BOLIVIA

From the reply received from the Ministry of Education, Fine Arts and Native Affairs

The aim of psychological examination in Bolivia is to ascertain whether a sufficient level of development has been attained for admission into the first school grade, and during the other primary grades, whether the child should be placed in a class of specially gifted, average or slow pupils. Psychology will also be used in the examination and treatment of maladjusted children but owing to lack of means this aim has not yet been reached.

The only institution which deals with questions of educational psychology is the Department of Educational Measures and Achievements established in 1940, and now known as the Educational Research Institute ; it has eight members.

All children of the Sucre elementary schools (3,500 pupils) are given a collective psychological examination every year. In addition an examination of 20,000 individuals of both sexes from the kindergarten to the university level is taking place, and will make possible the elaboration and standardization of intelligence tests for Bolivia.

The following tests are used in this work :

(1) *lower grade*: Pintner-Cunningham for the kindergarten and first and second primary grades ;

(2) *intermediate grade*: Pintner, Otis and William MacCall's multimental test from the third primary to the second secondary grades ;

(3) *higher grade*: Pintner, Otis, and Terman for pupils from the third to the sixth secondary grade and the first year of university.

The ABC tests of Dr. Lourenco Fihlo are used nearly everywhere in the country.

The staff of the Educational Research Institute is appointed directly by the Minister of Education at the request of the Director of the Institute. The salaries vary from 3,300 to 4,600 bolivars. A chief of section earns less than a general inspector of elementary education and an assistant professor less than a headmaster of a primary school.

The present staff of the Institute was trained in well-known institutions abroad (Lisbon, Rio de Janeiro, London, Chicago etc.). At the moment there is no institution of higher educational studies in Bolivia in which educational psychologists could be trained. However, from 1918 to 1920, there was at the normal school at Sucre a course of specialization for school doctors administered by Dr. Antonio Faria de Vasconcellos. There are still some teachers who attended that course.

Draft rules for the Educational Research Institute are at the moment being studied. The following are some extracts :

(1) The Educational Research Institute is an institution forming part of the educational system, with the special purpose of studying and recording all the facts that are necessary for the objective examination of educational problems in the country.

(2) In order to achieve this end the Institute will adopt the criteria and norms of psychological and sociological methods and will apply to educational phenomena statistical procedure and experimental and research techniques.

(3) The Institute aims to incorporate into school life the discoveries of scientific education by a process of gradual adaptation and development.

(4) The Institute will observe, analyse and carry out research upon all the factors which have a bearing on the educational system : (a) child study : from the point of view of behaviour, evolution, learning, development, interests, capacities and aptitudes ; (b) study of hereditary factors which influence the child : ethnological and biological factors, mental level and collective cultural level ; (c) study of the reaction of environmental and social factors upon the child : physical factors, school conditions, economic conditions, social structure and influence ; (d) study of maladjusted children : children above and below the normal level, children afflicted with special difficulties, advancement courses, courses for retarded children, schools and courses for the abnormal, diagnosis and treatment for special cases ; (e) study of working conditions of teachers : how far they understand and carry out the aims of education, how they appreciate and accomplish their task, to what degree their individual temperaments favour or prejudice the accomplishment of their tasks, sufficient or insufficient professional training, their spiritual and technical needs ; (f) study of the educational situation (organization of classes, time tables, curricula, text-books, special activities and recreation in school) and of social activities out of school ; (g) study of teaching problems : comparison and adoption of systems and methods, control of acquired notions, control of school work (advancement to a higher grade, failure and repetition of classes), research and individual instruction ; (h) study of factors benefiting and improving teaching : how to assure suitable conditions for a maximum result in a minimum of time, how to assure that the teacher makes the most of the material at his disposal, which are the practical activities of the pupil which aid in forming his individual personality, how to develop in him the social consideration necessary for democratic life, consultation of teachers on education, instruction, guidance and improvement of the teaching profession.

(5) The Institute will establish a service of educational and vocational guidance based on the information gained from the above mentioned work.

BULGARIA

From the reply received from the Central Medico-Educational Institute of Sofia

Practical psychology for children of school age provides for the examination of children who are backward or retarded in their intellectual development. Psychologists have under their observation children who present educational difficulties arising from one or other of the following factors : peculiarities of character, difficulties in scholastic adjustment, educational backwardness, chronic laziness, intellectual difficulties, or from undesirable influences in their environment. The same psychological services are also used to solve the different problems of guidance which arise at the end of compulsory education or of the secondary school.

The examination of children retarded in their intellectual development is carried out in schools. Other work in educational psychology is done in special institutes attached to the Ministries of Health or Education. Such institutes are to be found in Sofia, Plovdiv and Pleven and they are : the Central Medico-Educational Institute (Child Guidance Clinic), the Regional Medico-Educational Institutes and the Regional Health Centre respectively.

There are two psychologists at the Central Medico-Educational Institute assisted by trainees. The Regional Medico-Educational Institutes of Plovdiv and Pleven employ two educational psychologists. An educational psychologist works whole time in the Central Health Department while in certain other health centres a psychologist is employed for several hours a day.

The Medico-Educational Institutes examine isolated cases, whole classes or schools, and it is, therefore, difficult to give the exact number of pupils receiving attention. In group studies, an effort is made not to overlook the individual character.

In Sofia and Plovdiv, since 1939, admission to the first primary school grade of children who have not yet reached the required age, is subject to results of examinations which test the ability for school work from the psychological, educational and medical point of view. The observation of these children continues after their admission to school.

At the end of compulsory schooling psychological examinations are held or, if so desired, collective ones for educational or vocational guidance. These examinations are held at the parents' request or at the teachers' suggestion.

The Medico-Educational Institutes also supervise the pupils during all their secondary education. Entire classes or schools undergo systematic educational or vocational examinations.

The experimentation of different methods of psychological research is one of the functions of the section of psychological observation, vocational guidance and educational research at the Central Medico-Educational Institute.

The use of different methods of psychological examination depends on the problem under study. The most generally used tests are adaptations of the Biaesch, Bobertag, Buehler, Rupp, Huth, Pauli and Christiaens tests, etc. Techniques for the study of character, the observation and study of spontaneous manifestations in games, work, etc. are also used.

The tests are never used alone and the examinations are based on the study of character.

Educational psychologists who work in the institutes are appointed by the Ministries of Education and Public Health. The institutes submit their reports to the Ministry of Education and the annual publication of a survey showing the result of their work is contemplated.

The minimum salary for an educational psychologist is 10,500 leva and corresponds to that of a secondary school teacher.

The educational psychologists have a university training and experience gained at the Medico-Educational Institute.

The institutes have psychological and medical sections which collaborate closely. They also collaborate with school doctors.

Among the problems studied by the Central Medico-Educational Institute of Sofia are the following :

“Vocational desires and their motives before and during adolescence”;

“Observations of teachers on behaviour of children who entered school below the age required by law”.

The establishment of Medico-Educational Institutes in other districts and the organization of courses for the training of the required personnel are under consideration.

CANADA

From the replies received from the Departments of Education of the Provinces of Alberta, British Columbia, Manitoba, Nova Scotia, Ontario, Prince Edward Island and Saskatchewan

The extensiveness of services of educational psychology varies a great deal in different provinces. Nevertheless the general tendency is to use psychology chiefly to solve problems of school and vocational guidance and secondly to examine maladjusted children.

At Winnipeg, the Child Guidance Clinic, whose aim is to adjust children to their school and social environment, has a psychological section which, in addition to various controls carried out by means of individual and group intelligence tests, makes contacts with the various organisations existing to strengthen the ties between the home and the school, conducts a class in parent education in the evening schools, conducts classes for the in-service training of teachers in child psychology and mental hygiene, and particularly for those who are called upon to act as adjustment teachers.

Persons occupied with educational psychology can, according to the district, work whole or part time and may or may not belong to the teaching profession. Mention can be made of the following examples :

The educational and vocational guidance division in British Columbia has 380 local school counsellors.

In the city of Winnipeg, Manitoba, two teachers who are employed as full time educational psychologists supervise from 6,000 to 7,000 pupils each and three part time teachers supervise about 10,000 pupils each.

In Ontario eight members of the teaching staff are employed as full time educational psychologists and have under their care 7,000 pupils each, four hundred teachers who are employed as part time educational psychologists control 1,000 pupils each and ten psychologists look after 8,500 pupils each. There is no psychological supervision for secondary schools.

In Saskatchewan, there is one psychologist in Regina who has 5,000 pupils of primary schools under his care. There are twelve to fifteen guidance counsellors for the larger secondary schools.

It appears that pupils are more closely studied while in guidance classes.

At Winnipeg all children of the age of seven and those of kindergarten age are collectively examined and those children who show

particular difficulties are given an individual psychological examination. If this examination shows that the difficulty of adaptation is due to a factor other than those necessitating training in a special class (for partially blind, hard of hearing, or backward children), the child is referred to an adjustment teacher for individual study and treatment at designated periods throughout the day. An effort is made to understand the whole situation of each child and if possible, to discover which are the causative and which the resultant factors in his difficulty, and to plan his adjustment or remedial programme in the light of this understanding. All children attending adjustment classes still remain members of the regular classroom.

Among the tests used mention should be made of: California Test of Mental Maturity, Binet test with its various revisions, Canadian Intelligence Examination, Ontario School Ability Examination, Laycock Mental Ability, Pintner-Cunningham, Dominion, Grace Arthur Performance test, Bellevue-Wechsler, etc.

In general, psychologists are appointed by local school authorities and in the province of Manitoba by the General Superintendent of Schools. Salaries which vary from \$1,800 to \$5,000 per annum average between \$2,000 and \$3,500.

The usual qualifications required for school psychologists are a university degree with specialization in psychology and education. At Winnipeg a B.A. degree, a Master's degree in educational psychology and clinical experience under a psychiatrist is necessary. In Nova Scotia at least eight teachers have recently completed a Summer Course at the Teachers' College, Columbia University, New York, in order to obtain a university degree in educational psychology; two are registered for post-graduate courses at the same university and at least three graduates will continue their studies in the field of research. The educational departments of provincial universities are organizing refresher courses for teachers in service. Acadia University is prominent in this field by organizing a guidance course at the university and evening courses at the Annapolis Royal; these courses are attended by numerous teachers and student teachers. The guidance courses take place each year at the Nova Scotia Summer School. The Provincial Training College organizes series of conferences on guidance.

Everywhere there is close collaboration between psychologists and school doctors but this does not exclude a certain degree of independence.

There is a large bibliography on problems of child guidance and a considerable number of theses have been submitted to the University of Toronto on subjects of educational psychology.

Among the most important examples of psychology as applied to education the Child Guidance Clinic of Winnipeg, which has three divisions, deserves to be mentioned.

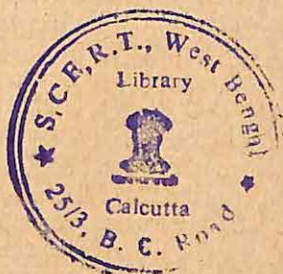
The psychological division deals with individual or group examin-

ations of children and undertakes the training and guidance of educationists, teachers and parents.

The division of handicapped children is in charge of all children with defective senses or showing an anomaly in their development. Such children are systematically examined. The division also aims at treating these children before the defects from which they suffer affect too strongly the development of their personality.

The division of social work cooperates with other educational establishments and with social and recreational agencies.

This service through its coordinating action in connection with educational activities seems to have a wide influence.



CHINA

From the reply received from the Ministry of Education

There are no professional school psychologists in the primary and middle schools. Only in entrance examinations and on other occasions are psychological and intelligence tests used. They are administered by teachers of middle schools who are graduates from Departments of Psychology or from Teachers' Colleges, and teachers of primary schools who are graduates of normal schools. The tests are used to help the professors to ascertain the intellectual level and educational achievements of the students.

In principle, the school health service includes mental hygiene but at the moment there is still a lack of trained persons to do such work.

The psychologists are mostly given a university training in the Department of Psychology or in a Teachers' College. The following courses are compulsory: general psychology, zoology, experimental psychology, statistics, psychological tests, social psychology, comparative psychology, physiological psychology, developing psychology, abnormal psychology, theoretical and applied psychology. The candidate must present a thesis and pass examinations in supplementary subjects chosen by himself. After four years of university training or five years of training in a Teachers' College satisfactory students are granted a B.A. degree.

COLOMBIA

From the reply received from the Ministry of National Education

School psychology, although still at the experimental stage, has been applied especially in the district of Antioquia, where there is an Institute of Health and Education, originally a private institution which has become official. Some experiments have also been made at the Men's Training College at Bogota.

The University of Bogota has established a psycho-technical section which deals with the guidance of students at the time of their entrance examination. There is also a consultation service at the disposal of students, and this section also carries out research on the standard of university studies.

It has been planned to develop the psycho-technical service of the university which, from January 1948, is to become the Institute of Applied Psychology and will contain in addition to the university section which already exists, a child and adolescent section, a research section, a psycho-medical section and a training section for those who wish to specialize in applied psychology.

The child and adolescent section will study children of primary and secondary school age from the point of view of individual cases, vocational guidance, selection and classification of pupils, correction of speech defects, study of school achievements. This section will also have a psychological clinic.

The research section will be concerned with the preparation of the necessary techniques for all the work in the Institute, with the drafting of publications and the statistical side of the work.

The psycho-medical section will have a psychiatrist and a specialist in the field of psycho-diagnosis and will collaborate with the physiological laboratory of the Faculty of Medicine.

Finally the training section will instruct those who wish to specialize in questions of applied psychology in order to make it an independent profession. This section will also organize short courses, instructional lectures for members of the teaching profession, parents, etc.

Psychologists in the future will be able to prepare themselves for a doctorate in applied psychology or a diploma in applied psychology, or else obtain different certificates at the Institute.

To obtain a doctor's degree in applied psychology it will be necessary to have been a student at the Institute of Applied Psychology for

five years, and to have attended there basic and specialized courses according to a plan of studies approved by the Director of the Institute. Each year also standard examinations will have to be passed, a treatise will be submitted on personal research, and to graduate a thesis will have to be presented which could be an extension of former research, and must have a bearing on Colombian children or students.

The tests most generally used at the moment for different psychological examinations are the following :

Mira's verbal intelligence test, Army test (eight forms), Good-enough's manikin test, Lahy-Rodrigo's logical intelligence test, Bonaiewsky's test, Army Beta test, William McCalls' multimental scale, Minnesota paper test, Thurstone's psychological examination for high school pupils, Dearborn's collective test for children from seven to fourteen, the Buyse-Decroly test for children of three to seven, Pintner's rapidity test for children from six to ten, Koh's cubes, Piéron's abstract intelligence test, Stanford-Binet intelligence tests, Wechsler-Bellevue intelligence scale and Gesell's scale of measurement.

Use is also made of individual drawing, the Rorschach test, the Neyman-Kolsted and Bernreuter tests, thematic perception test, the Minnesota multiphasic personality inventory, Maller Glaser's interests inventory, Bachilleres questionnaires on ideals, and Rodrigo's catalogue of interests.

Mention should also be made of Toulouse Piéron's elimination tests, Claparède's test of speed of calculation, Claparède-Walther's cutting test, Oscar Bustos' arithmetical reasoning, Bachilleres apprenticeship test, prepared by the psycho-technical section of the University.

CUBA

From the reply received from the General Superintendent of Schools

Psychology is practised in order to diagnose maladjusted and backward children and to give therapeutic advice. Only certain schools have educational psychological laboratories. The work in the laboratories is done by the members of the teaching staff who may work full or part time. A national child study institution is to be established shortly.

Each psychologist may have under his care from one hundred to five hundred cases ; he is assisted in this work by specially appointed teachers.

Where psychological services exist pupils are examined either individually or collectively at the beginning and at the end of their school training, at certain periods, or in guidance classes and whenever a particular problem arises.

In collective examinations paper and pencil tests are usually used and are adapted to the country by the professor of psychometry, vocational guidance and educational research at the National University.

Among the tests chiefly used for individual examinations are the Stanford-Binet Scale, the Terman-Merrill revision, the Pintner-Paterson Performance Scale, Koh's cube test, the special aptitude tests of Stenquist, Seashore, Knauber and Meier, the Rorschach and Murray tests.

Psychologists may be responsible either to the local administration for communal school centres, or to the Ministries of Education, Health or Social Welfare. They make their reports to their respective services.

At the moment salaries of psychologists vary between 100 and 200 pesos.

Psychologists are expected to have a doctor's degree in education, which can be obtained after four years of university study. They must also have post-graduate training either at foreign universities or in private institutions where they may gain experience in clinical psychology.

CZECHOSLOVAKIA

From the reply received from the Ministry of Education

The question of educational psychologists has for a long time occupied the members of the teaching profession. It has been raised and discussed many times in the different educational publications in the country. Until now no practical solution has yet been found.

In place of educational psychologists attached to schools, there are special institutions—psychological institutions, “the provincial centre of classification”, etc.—where specialized psychologists give advice to teachers and parents concerning difficult children. In addition, special commissions, composed of a doctor and teachers with special training, decide whether the child should be sent to a corrective school or to a school for abnormal children.

At Prague there is a special centre of vocational guidance, known as the Institute of Manpower, which selects young men and adults. In each district, attached to the offices for the protection of labour, there are also vocational guidance centres where large numbers of pupils are given psychotechnical examinations, in order to help the youth of the country in the choice of employment.

The great J.A. Komensky institute of educational research at Prague, with a branch at Brno, carries out very wide psychological inquiries, research on the most efficient methods and teaching techniques, and gives encouragement to members of the teaching profession to make observations and examinations in their schools. Under its direction many teachers and professors have devoted themselves to psychological research concerning educational work. The Institute also undertakes studies of a sociological nature. It is, in addition, entrusted with official enquiries concerning educational psychology.

DENMARK

From the reply received from the Ministry of Education

The aim of educational psychology is to diagnose backward children before giving them special treatment, to examine normal children with certain difficulties of character or school adjustment, or with intellectual difficulties in one of the branches of school work. In addition school psychologists supervise as counsellors certain special classes (various classes for retarded or backward children, guidance classes, etc.) and give refresher courses to teachers to be appointed for such classes.

The children who need the teaching given in these classes are chosen by the teachers' council, on the basis of reports submitted by the teacher who supervises the class. The children are afterwards examined by the school doctor and an especially trained educationalist gives them intelligence tests.

No law provides that an official psychologist be attached to a school, but on their own accord certain municipalities have employed one and have established centres of educational psychology.

In Copenhagen one director and thirteen school psychologists work whole time and have two assistants who are also part time teachers. At Frederiksborg and Gentofte the directors of the educational psychology services work full time, while four and one educational psychologists respectively have a few hours of teaching duties in addition to their work.

There are also school-psychological services in Esbjerg.

As a rule only children with individual problems are examined. At Copenhagen classes called repetition classes, composed of pupils having difficulties not yet classified, are also examined. There is also a supplementary examination for children who have spent a certain time in special classes for reading difficulties.

The special classes are inspected by members of the school-psychological centre.

All educational psychologists are attached to State schools of all grades but they are rarely concerned with children over 14.

For diagnosis, information is obtained by conversations with teachers, parents and children; tests, usually intelligence tests (Binet-Simon), different performance tests (puzzles, completion tests), Dearborn's Group Test, standardized test on knowledge of reading, writing and arithmetic, etc., are given.

For personality tests the Rorschach method and other more specialized ones are used.

The appointment of school psychologists is made by the municipal administrative services. They are responsible to the director of the schools in the district, and have to submit to him an annual report. A separate report is not made for each subject but a daily record is kept of all points of interest to him.

The salaries of educational psychologists vary slightly in different districts. At the moment they approximate a teacher's salary augmented with an additional allowance. An increase in the salaries of school psychologists is planned. Under the new arrangements the director of school psychology services will be appointed in the same way as headmasters, and the other psychologists as assistant masters.

Educational psychologists are teachers graduated from a training college, who have had several years of practical experience, or who have passed a university examination in psychology or a fellowship examination (from five to seven years) or the examination in educational psychology created in 1944 (Candidate of Psychology, length of study: two years).

The position of the educational psychologist with regard to that of the doctor is based on independent collaboration. Wherever a psychological examination is required the doctor furnishes the information regarding the child; sometimes it is the doctor who suggests the examination, but he does not necessarily take part while the subject is under study. However, at Copenhagen, school psychologists collaborate permanently with the psychiatrist and the specialized psychiatric divisions of large hospitals.

Where there is no service of school psychology children can be taken to the chief medical officer of the mental hospital of the respective district.

The Educational Psychology Study Commission has undertaken many projects during the last twenty years. In particular the standardization for Denmark of the Binet-Simon intelligence test, a series of examinations in reading, writing and arithmetic, the intellectual grouping according to age in certain first grade classes, as well as the perfection of intelligence tests for admission to the secondary schools. There is an important bibliography on this question.

It is intended to extend educational psychology in Denmark so as to provide one or more educational psychologists in all towns and rural districts.

DOMINICAN REPUBLIC

From the reply received from the State Secretariat of Education and Fine Arts

The Research Institute of Educational Psychology conducts research work with regard to the standardization of educational tests which give the Ministry a clear idea of the educational activities in the country. These tests are already being used in the annual school leaving examinations.

The possibility of establishing a psycho-technical laboratory and a department of psychology within the Research Institute of Educational Psychology is being studied.

Educational psychology is used at the moment in the first years of the primary school in order to form balanced groups of pupils.

Members of the teaching staff, under the supervision of school principals, are entrusted with the giving of tests during the first days of the term. Some 386 teachers undertake this work and have so far examined 15,106 pupils.

The most generally used tests are Lorenzo Fihlo's ABC Test and derivations of the Binet-Simon test.

The teachers in charge of tests are responsible, from the point of view of educational technique, to the Research Institute of Educational Psychology. They have the same salaries as the other teachers.

The teachers in charge of psychological examinations have generally made a special study of education and psychology in training establishments. They are independent of the school doctor but collaborate with him in the treatment of deficient or abnormal children.

ECUADOR

From the reply received from the Ministry of Public Education

In most schools in the capital and in important towns in the Republic mental tests are given at the end of the school year, purely for information purposes. Special groups for retarded or difficult pupils are not yet established.

The Ministry of Public Education hopes to be able to re-establish the service of educational psychology which existed in 1936 as a part of the school medical and hygiene service. For the time being nobody is officially responsible for psychological examinations but the teachers themselves on their own initiative devote part of their time to this work. In primary schools there are more teachers interested in educational psychology than there are in secondary schools where it is only exceptionally used in certain schools.

The most frequently used tests are those of Buyse and Decroly, Otis, Piéron, and a test known as "Concordia" which resembles the Ballard test, and is called after the Argentinian town in which it was drafted. In addition school achievement tests are used, compiled on the basis of the school curricula in force.

There is no coordination and unification of research in educational psychology in schools. Teachers constantly endeavour to improve their research methods in order to establish the one which will help them best in the solution of educational problems. They work individually and consult the professors who have specialized in psychology.

ETHIOPIA

From the reply received from the Ministry of Education and Fine Arts

The educational system is not yet sufficiently developed to make it possible for the school authorities to provide for educational psychology.

At the moment the chief preoccupation of the education authorities is to provide the country with a sufficient number of schools and qualified teachers. The training of the latter is carried out at the Teachers' Training College in Addis Ababa which is particularly well organized, and in other teaching establishments notably that of Jimma. The Teachers' Training Institute held its first refresher course from the 16th to the 28th September 1946, and this will now be repeated annually. Over eight hundred teachers attended the sessions on Visual Education.

The various committees for the selection of teachers and for the administration of schools should in time furnish useful data for psychological research, and should be assisted in five to ten years from now by trained educational psychologists, especially in the problem of child welfare at the kindergarten stage and in the giving of mental tests.

FINLAND

From the reply received from the Ministry of Education

Psychologists are employed in the selection of pupils for auxiliary schools and observation classes in towns. However, it is only in large cities that permanent centres of educational psychology exist. At the moment school authorities are examining the suggestion submitted by a Committee providing for the general establishment of posts for educational psychologists. This plan foresees the division of the country into school districts each of which would have an educational psychologist with university training.

FRANCE

From the reply received from the Ministry of National Education

Since the research work of Binet-Simon at the beginning of the century efforts have been made in France to apply psychology to education. The application is, however, limited to some types of problems and some educational centres. Dr. Simon continued the work of Binet and in collaboration with the primary schools and training establishments, has developed the tests and examinations which are used in both. With the guidance classes tentatively established before the war, and the new classes after the war, the use of psychology has become more general and better understood among educationalists.

It can be said that educational psychology already exists in an experimental and official way in some provincial educational groups (since 1945) and in the Seine Department (since 1946). The French plans for the reform of education include in their provisions the establishment of educational psychology, viz :

- (1) to know the child in its individual peculiarities as well as in its psychological development ;
- (2) to assure an efficient educational guidance ;
- (3) to understand the psychological consequences of educational methods ;
- (4) to adjust the curricula to the correct standard for each age.

At the moment the treatment of backward children is undertaken in Paris, by the Service for Treatment of the Abnormal (13, avenue Emile-Laurent, Paris XII). The examination of difficult children is carried out by those in charge of treatment or by educational psychologists, or by specialists at certain centres of medical education or neuro-psychiatry. Educational guidance in the newly established classes, especially in Paris, is given by specialists in certain educational centres or provincial centres of educational guidance.

Specially prepared members of the teaching profession are in charge of educational psychology ; they work whole time.

A certain number of psychologists are officially attached to primary schools (12 for the Seine Department, 3 for Grenoble). For secondary schools no educational psychologist has yet been officially appointed, but thirty teachers in the secondary and technical schools, chosen by the school directors, are at present training at the Institute of Psychology in order to qualify as educational

psychologists. At Paris the centre of educational psychology at the Lycée Claude Bernard has a double management, medical and educational, under a doctor and a teacher. Six doctors who are well known child specialists assisted by two educational psychologists with experience in psychoanalysis, give consultations and provide for re-education. Three assistants with scholarships from the Centre receive training there which should enable them to take part progressively in re-education and finally in psychotherapy. They are responsible in particular, for the administration of tests; they also cooperate in psychodrama and in certain cases establish contact with the families. An assistant specialized in educational psychology who has trained in the United States is in charge of the collective psychological examinations. A primary school teacher is responsible for the educational re-adjustment. An assistant teacher is in charge of the free composition. A social worker makes contact between the families and the teachers and medical assistants of the high schools and colleges. She sees to the disposal of children and their eventual transfer to educational establishments. Other specialists deal with re-education in speech, writing, movement, etc. Two specialized teachers in development classes are in charge of the re-adaptation class which is responsible to the centre, at the Lycée Claude Bernard.

Each educational psychologist has charge of about a thousand children from the age of 3 to 15, or an educational group or a primary school for boys or girls. The centre of educational psychology at the Lycée Claude Bernard is available to all pupils (boys and girls) from the high schools and colleges in the Seine Department who may suffer from difficulties of character or behaviour or who show a certain maladjustment to school work and life. These children are examined at the Centre at the request of their parents. There were 471 cases during one year (341 boys, and 131 girls). Most of them were between the ages of 12 and 14 years; 184 suffered from maladjustment in school work, 242 from difficulties in behaviour, nervousness, tics, instability, dissipation, masturbation, 40 suffered from fear, inhibition, excessive movement, shyness, 96 suffered from laziness, slowness, inattention, 35 suffered from enuresis, 28 from speech trouble, 17 from petty delinquency, 13 came for educational and vocational guidance, 16 for family difficulties, 11 suffered from overwork and discouragement, 14 had difficulties in composition, reading and writing.

All pupils are examined at the commencement of compulsory schooling, and in future they will also be examined at the end of compulsory schooling. There is no standard established for examinations in the new classes. Different medico-educational centres examine special cases upon the request of parents, teachers or directors of schools.

For psychological examinations use is made of tests of standard, tests of educational psychology, psycho-motor tests and occasionally

emotional tests. The most generally used tests are those of Binet-Simon, Porteus, Koh, Fay's design, Zazzo's double barrier, Rey's complex figure, Prudhommeau's sheet of drawings, Zazzo's lateral tests. At the consultation centre of the Lycée Claude Bernard the tests of Rorschach, T.A.T. and Palmade are also used. Most children examined at the centre of educational psychology in Paris need emotional re-education or re-education of character. This re-education uses the emotional changes brought about by different methods, according to the age and reaction of the child: games, puppet shows, modelling, drawing, daydreams, free composition, confidences, dreams, association of ideas, recitation, psychodrama, etc.

The educational psychologists of the Seine Department are appointed by the Director of Primary Education. In the provinces the District Inspector appoints certain teachers to carry out the work of an educational psychologist. From the administrative point of view educational psychologists keep their position and salary. Scientifically they are responsible to the psycho-biological laboratory for children (School of Advanced Study). The educational psychologists of the Seine Department meet once a week at the laboratory to coordinate their work. The Assistant Director of the School of Advanced Study is responsible for technical guidance.

Educational psychologists have to fulfil two conditions:

- (1) They must belong to the teaching profession (public primary school teachers, secondary school teachers).
- (2) They must have had scientific training with a university diploma recognized by the State (at the moment the diploma of educational psychology awarded by the Institute of Psychology at the University of Paris).

Administratively the educational psychologist is independent of the school doctor; in practice there is as much collaboration as possible.

Independently of educational psychologists which are too few, the school may apply to other services: neuro-psychiatric consultation centres of social hygiene, vocational guidance centres, medico-educational consultation centres (the Claude Bernard centre, the laboratory of the hospital for sick children, psycho-biological laboratory for children, the Henri Rousselle laboratory of mental prophylaxis, etc.).

The research work of educational psychologists is concerned with the adjustment of tests of school achievement and with different scientific work combining genetical methods and statistical analysis.

In France at the moment educational psychology is in the nature of an experiment and is a means of establishing techniques and formulating problems. In its present form it covered 7,000 children exclusive of the new classes; during the year 1946-1947, it will cover about 15,000 in 1947-1948. It is intended to extend the services in the future to the provinces as well as to establish them officially in secondary schools.

GREECE

From the reply received from the Ministry of Religion and Education

School psychology is dealt with by the Professor of Education at the University of Athens.

An experimental school including primary and secondary grades as well as a section of experimental psychology (under the direction of a Professor of Philosophy) is attached to the University of Athens.

Another experimental school is attached to the University of Salonica.

GUATEMALA

From the reply received from the Ministry of Public Education

The new tendency in education will provide for psycho-biological observation of children under the supervision of a teacher. School documentation which will be used for this end is now being prepared. Until now there has been no service of educational psychology in the Guatemalan schools.

HOLLAND

From the reply received from the Ministry of Education, Fine Arts and Science

Educational psychology is practically unknown in Dutch schools. It is only in the St. Michel Gestel Institute for the Deaf and Dumb that a psychologist with university training plays an active part. Psychiatrists attached to the Voorburg and Rotterdam Institutes for the Deaf and Dumb could perhaps be considered as educational psychologists.

The Amsterdam school for retarded and difficult children also employs a psychologist with university training.

A certain number of psychiatrists have private practices for difficult children.

HUNGARY

From the reply received from the Ministry of Religion and Education

Educational psychology as such is not yet used in schools. Schools, however, may make use of medico-educational laboratories and of guidance centres where, in isolated cases, children having difficulties or presenting individual problems can be examined. The mentally deficient receive a special education.

The most commonly used tests in medico-educational laboratories are the Terman and Bobertag revisions of the Binet-Simon test, the Rorschach and Wartegg tests and the Szondi tests for complicated cases.

The question of close collaboration between the school and psychological services, and also that of the training of educational psychologists are now under consideration.

In order to extend services of school psychology new laboratories of educational psychology are being established, and annual courses of advanced study for teachers are being organized, and the creation of a chair of educational psychology at the University of Budapest is contemplated. It is believed that applied psychology should play an increasingly important part in the training of teachers and professors.

During the school year 1946-1947 four new laboratories of educational psychology were organized. The faculties of philosophy grant doctors' degrees in philosophy with specialization in psychology. The holders of this degree are qualified to work in laboratories of educational psychology.

The courses of advanced study are organized for those members of the teaching staff who will be officially appointed as part time educational psychologists. In 1946-1947 two hundred and fifty teachers and professors attended these courses.

All children will be examined by educational psychologists at the commencement of their compulsory schooling, and at their entrance into schools following the general and compulsory school. Thus the first examination will take place at the age of six and the second at the age of fourteen years. Educational psychologists will also examine regularly the difficult pupils and will analyse annually the individual files of the children.

They will collaborate with the school doctors.

The appointment of educational psychologists will be made by the Ministry of Education, to which they will be responsible. The reports of the educational psychologists will be submitted to the directors of schools and in special cases to the Ministry of Education.

The salaries of educational psychologists will be the same as those of other teachers or professors in the various schools to which they are attached.

ITALY

From the reply received from the Ministry of Education

In different regions in Italy psychology provides for the examination of backward children, vocational guidance in general and the treatment of deficient children.

Psychology is practised in schools by different organisms or categories of the staff according to the nature of the problems to be solved.

The examination of backward or difficult children is done either by specialized teachers or by a school doctor assisted by nurses or educational psychologists.

In Rome there is also a Communal Institute of Vocational Guidance, founded in 1925 and directed by a medical officer specialized in psychology who is assisted by a qualified staff. They examine : (a) pupils of the fifth primary grade (marking the end of primary study) in order to give them advice concerning the continuance of their study or choice of a career, (b) pupils in one-teacher schools, in order to group them according to their psycho-somatic development, (c) special cases suggested by families or teachers, (d) pupils of secondary schools for whom a special demand has been made, (e) university students requiring vocational advice, (f) candidates for a preliminary selection for certain special vocational schools (schools for hotel managers, watchmakers, dressmakers, nurses, etc.).

The college for the training of specialized teachers for abnormal children in Rome has also under its care fifteen special classes for mentally deficient children or those having difficulties of adaptation. The best students of the college are chosen to undertake the examination of children in official primary schools to be selected for special classes.

In Florence there is an educational psychology centre attached to the Communal Institute of Vocational Guidance, which collaborates with the hygiene centre and with the local school authorities in the examination of deficient children in primary schools. It is also concerned with educational and vocational guidance of all those who require it, and takes part in research on educational psychology.

At Genoa, independent schools for the psychologically abnormal, directed by a medical officer specialized in psychology and assisted by 23 special teachers, undertake the examination of abnormal children in the primary schools in the province. These schools also give educational and vocational guidance.

In Rome all children of the fifth primary grade are examined by the Institute of Vocational Guidance. The number is about 20,000 pupils each year. In addition the training college for specialized teachers of the abnormal examines about 350 cases. The Institute of Vocational Guidance at Florence also examines about 20,000 cases annually. Such a large number of examinations can be made owing to the collaboration of the teachers who attend the courses in these Institutes.

Everywhere a collective psychological examination takes place at the beginning of compulsory schooling.

Individual examinations, questionnaires, educational inquiries and conversation with families and children are usually also used.

The most generally used tests are the following: De Sanctis, the Terman revision of the Binet-Simon test, Foucault (for the fifth primary grade), Piéron (for the first grades of technical schools), Rossolimo, Moede, Vermeylen, Osereetzky, Rorschach and Wartegg.

Educational psychologists are responsible either to the universities (therefore to the State) or to the community.

The Directors of the Institutes of Educational Psychology and Vocational Guidance are graduates in medicine or philosophy with specialization in psychology. Their assistants are trained in the Institutes themselves. In Rome teachers who are released from their teaching duties are required to work in the field of vocational guidance in primary schools.

Before the war the Ministry for Education organized courses of vocational guidance in certain centres. These courses, directed by the greatest specialists in the subject, were followed by the teachers of primary and secondary schools, who were granted leave of absence from their teaching duties (20 to 30 days). These courses have not yet been re-established.

Educational psychologists are completely independent of the school doctors but collaborate with them in the best interest of the pupils.

The salaries of different psychologists vary according to the importance of their work. The salary is insufficient for psychologists who are responsible to the community and an effort is being made to increase it.

Studies dealing with educational psychology have been published.

Among the projects being considered at the moment the most important is the re-establishment at Turin of a technico-industrial institute with a centre for educational and vocational guidance. This institute will be directed by the holder of the chair of psychology of the University of Turin and will take the place of the Avogadro Institute destroyed during the war.

In addition official authorities are hoping to develop the services of school psychology by the following means: increase of chairs of psychology in the universities, educational and vocational guidance

for all pupils at the end of primary school, establishment of a special course in educational psychology, establishment of a refresher course for teachers, in order to instruct them in the most recent developments, and fuller contacts with other countries.

The Ministry of Education has introduced psychology as a subject in the higher training schools and hopes to impress on the teaching profession the necessity for the understanding of the pupil's character as a whole and not just with regard to school work. Plans are being made for the creation of courses in psychology for teachers of all school levels.

A limited number of teachers will be chosen to be completely trained in the work of school psychologists. A group of specialists will also be established who would be able to direct the other members of the teaching profession in matters concerning psychological examinations of pupils, problems of guidance and of educational and vocational selection.

The Ministry intends to encourage all efforts in the field of educational psychology by prizes and publications.

A project for the foundation of a Central Institute for Educational and Vocational Guidance is now being studied. The aim of this Institute would be to coordinate and unify individual efforts.

LUXEMBURG

From the reply received from the Ministry of National Education

School psychology is neither organized nor used in the manner referred to by the questionnaire.

However, the creation of a school service for the preparation of vocational guidance (school and medical files) is under consideration and would include all primary schools in the country. This service which would be under the central supervision of the Ministry of National Education would help to remove the lack of school psychologists.

MEXICO

From the reply received from the Secretariat of Public Education

The National Institute of Education has the task of carrying out research in educational psychology, among other things. It has a psychological laboratory and a behaviour clinic. It is concerned in particular with the examination of mentally retarded and deficient children in schools, by means of appropriate tests.

The majority of schools also consult the National Institute of Education in the case of children with difficulties of character or of scholastic nature.

The National Institute of Education publishes pamphlets for the guidance of children of primary and secondary schools by acquainting them with the various possibilities of study, the entrance conditions of various schools, the length of studies required for each craft or profession etc. These guides are provided by the State.

The tests most generally used by the psychological service of the National Mexican Institute of Education are the following :

(1) Collective mental tests of : (a) Detroit Engel, (b) Pintner-Cunningham, (c) Otis "A", (d) Otis "B", (e) Otis Beta, (f) Bourdon, (g) Terman, (h) national intelligence tests, (i) personality test for the measurement of intraversion and extraversion, (k) Wrenn's test on habits of study, (l) Coxe-Orleans test for the measurement of learning aptitude, (m) vocational tests.

(2) Individual mental tests of : (a) Binet-Simon, (b) Alice Des-cœudres, (c) S. Koh's cubes and designs test, (d) L. Fihlo's ABC test.

The National Institute of Education has successfully undertaken the following research in educational psychology : (a) research concerning the concentration of pupils of different grades of primary school, (b) standardization of collective mental tests which are used at the present time in schools, (c) research on the psychological characteristics of proletarian pupils.

NEW ZEALAND

From the reply received from the Ministry of Education

School psychology is only practised to a limited extent in New Zealand, nevertheless it is used in the examination of backward children and in vocational guidance.

The preliminary psychological examinations are carried out by an officer of the Education or Health Departments. Where special treatment is necessary the children are referred to psychological clinics at one of the four university colleges. There is one qualified psychologist at Wellington at the Vocational Guidance Centre.

The test most commonly used in the selection of children for special classes is the Terman-Merrill revision of the Binet Test and in some cases the Gaw Performance Test.

In matters concerning the examination of children the Departments of Health and Education collaborate closely.

The salary of officers who test children for admission to special classes, or who work in connection with vocational guidance, is fixed in relation to their salary as a teacher and not as a school psychologist, the present range being between £400 and £650 per annum.

Psychologists or psychiatrists of the Health Department receive salaries of medical officers, and those of the university staffs receive senior lecturers' salaries up to £825 per annum. The officers are responsible to the authorities who appoint them (Department of Education or Health).

Training is not provided for school psychologists apart from work undertaken in psychological clinics in university colleges.

Psychologists collaborate with the school doctor.

A limited amount of research work has been done in the field of school psychology. Mention should be made of a recent work by Dr. Winterbourn of Canterbury University College entitled, "Educating Backward Children in New Zealand".

It should be mentioned that at Christchurch Vocational Guidance Centre three trainees with University degrees are receiving training under the lecturer in Education, Canterbury University College. On completion of their course they will probably be attached to vocational guidance centres; if such is the case their work will cover a wider field than if they were attached to a school.

NICARAGUA

From the reply received from the Ministry of Education

Students at the teachers' training colleges are instructed in psychology but at the moment none of the personnel with technical training are available to deal with the psychological questions which are the basis of this inquiry.

Recently the Ministry founded a school for mentally retarded children.

NORWAY

From the reply received from the Ministry of Education

Educational psychology is being practised in Oslo and in certain other towns but it is not yet generally used.

Educational psychologists, still very few in number, have been recently appointed, to take charge of the examination of backward children as well as of all those showing difficulties of intellectual or educational adaptation.

In the municipalities where there are educational psychologists all pupils are examined by collective tests at the beginning of school age, and recently also at the end of compulsory schooling. The tests used are those of Terman adapted for Oslo by Dr. Lofthus, Dearborn and Kuhlmann-Andersson (for the first primary grades) and Monnesland and Sandven (for higher grades).

The organization and supervision of applied educational psychology are carried out in the capital by the University of Oslo, and in the municipalities, by the local educational authorities. The posts of educational psychologists are held either by members of the teaching staff who work part time in the field of educational psychology, or by psychologists with special training who have no teaching duties.

The training of educational psychologists takes place at the University of Oslo. To get a diploma in educational psychology a B.A. degree is required with a major in psychology, and preferably education as one of the minor subjects. Before practising the candidate must have gained certain practical experience in his special field, in addition to his diploma.

Educational psychologists are appointed by the directors of schools and are under the supervision of a school inspector. They collaborate with the school doctor.

A certain amount of research on educational psychology has been undertaken by a committee on educational research appointed by the school authorities in Oslo and Aker.

The following are some publications written as a result of the above mentioned research :

(1) "Plans of study for primary schools" by B. Ribsskog and A. Dall with the assistance of several contributors. Gyldendal Norsk Forlag, 1936 (Psycho-educational work concerning the new plans of study in the field of guidance).

(2) "Essay on the determination of average marks based on calculation" by B. Ribsskog. Gyldendal Norsk Forlag, 1936. This study is based on the examination of about 16,000 pupils of the second, third, fourth, fifth, sixth and seventh grades of primary schools; it gives an example of the application to Norway of the Rostad test on the solution of problems.

(3) "Measurement of intellectual aptitudes in the first grades of primary schools" (Dearborn's collective tests) by J. Lofthus, A. Rasmussen and B. Ribsskog with the assistance of several contributors. Gyldendal Norsk Forlag, 1937.

(4) "Children and history" by Thora M. Lange (Extract from the Norwegian Education Review, 1938, No. 8).

(5) "Marks and their application in elementary schools" by B. Ribsskog with the assistance of several contributors. Gyldendal Norsk Forlag, 1938.

(6) "School from the point of view of the pupils" by E. Ostlyngen, Ibid., 1939. (Research made on the pupils of the Oslo primary schools).

(7) "Examination of intellectual aptitudes of pupils in the first grade of primary school" (Standardization according to the collective tests of Kuhlmann-Andersson), by B. Ribsskog. Ibid. 1941.

(8) "The psychological research on twins", by E. Ostlyngen, Ibid. 1946.

PANAMA

From the reply received from the Ministry of Education

The educational system of the Republic of Panama has no service of school psychology at the moment. The Ministry of Education hopes to establish one in the near future but no definite plan has yet been worked out and approved.

PERU

From the reply received from the Department of Education of the Ministry of Public Education

Educational psychology is used in the diagnosis of retarded and difficult children and to direct the running of special schools and of institutes of experimental education.

The National Psycho-Educational Institute has a Department of Experimental Psychology which is in charge of the examination of difficult children in the schools of the capital.

At the Special Training College for Boys there is a specialized staff which is concerned only with work in educational psychology (at the moment the principal and a psychologist).

In the special institutions for cripples, for difficult girls, for children with mental and sensory deficiencies, in special re-adaptation institutions (for children deficient from a biological, mental or social point of view) and in the institutes of experimental education, the staff is responsible for both teaching and educational psychology.

The number of pupils under regular psychological observation at the Special Training College in Lima is 120.

In the three special schools (for mentally, physically and socially deficient children), the number varies between 25 and 30 children per school. The four institutions of experimental education (Barranco, Miraflores, Arequipa and Cuzco) each admit 210 pupils. The Institute of Experimental Education of Puno has three groups (junior, intermediate and senior (with 30 children in each).

In institutes of special education and of experimental education the following tests are used : (1) intelligence tests to determine the intelligence quotient of the child when he enters school ; (2) instructional tests, to determine the quantity and quality of knowledge and to reveal the difficulties and deficiencies of apprenticeship. This check is made every two months ; (3) overall instructional tests at the end of each school year.

In these examinations the following tests are generally used : Binet and Simon, Koh (for those suffering from aphasia), Bourdon (for concentration), and for reading tests those of Fihlo, Descœudres and Goodenough.

Educational psychologists of the Special Training College in Lima are appointed by the Director of Teachers' Training at the Ministry of Education. The Director of this College supervises the schools

of special education in Lima, Callao and Balnearios, in his capacity as inspector.

The psychologists of the institutes of experimental education are appointed by the Director of Primary Education.

The psychologist of the Special Training College for Boys receives a monthly salary of 500 soles. Those of the schools of special education receive 450 soles.

Some institutes of experimental education, for example that of Cuzco, have made provision in their budget for a monthly sum of 600 soles as remuneration for a graduate of a teachers' training college who has specialized in psychometry, and the same sum for one specialized in experimental psychology.

The director and the psychologist of the Special Training College made their post-graduate specialized studies abroad (Mexico, United States). The headmistresses of the special training schools attended courses at the National Institute of Educational Psychology for Women during two years, and obtained there a certificate of proficiency in the training of abnormal children. The National Institute of Educational Psychology issues a certificate to those who have attended a course of advanced studies.

Among recent innovations mention should be made of the Institute of Experimental Education at Puno, particularly adapted for Aymara children, where a teaching system is in use based on the mental levels of learning and which permits the diagnosis of the intellectual difficulties brought about by backwardness or temporary incomprehension in one or more subjects.

Thanks to the enthusiasm of school inspectors and numerous teachers research in educational psychology has been undertaken in some of the primary schools in the country. Educational psychology will expand in proportion to the number of specialists which the National Institute of Educational Psychology can prepare.

PHILIPPINES

From the reply received from the Department of Foreign Affairs

Child psychology is practised with the following objectives : to guide the children in their school and social adjustment and in the selection of courses and occupations ; to diagnose the academic weaknesses and behaviour of maladjusted children ; to facilitate proper grouping and classification of pupils and students according to their abilities ; to care for retarded children by providing remedial teaching.

There are at present no child psychology teachers attached either to the public elementary or public secondary schools, but the teachers, principals, and supervisors, school nurses, school dentists and school physicians cooperate in administering to the needs of school children so that the pupils may learn effectively and economically. In some of the secondary schools there are Deans of boys and Deans of girls, whose duty is to study problem cases and to provide measures for improvement in the scholastic and social adjustment of children. The Measurement and Research Division of the Bureau of Education is officially in charge of matters relating to child psychology.

In the University of the Philippines, which is independent of the Bureau of Education, the head of the Department of Psychology, through the professor teaching the course, is officially in charge of child psychology.

Where there are Deans they are in charge of all the pupils in their establishments.

Sometimes a physical or a psychological examination is given to children entering the first grade in order to determine their readiness to do school work.

During each school year pupils and students on all school levels (elementary, secondary and collegiate) are given standardized achievement and educational tests. Occasionally psychological tests, vocational tests and personality tests are administered to the pupils.

Physical, psychological and educational tests are used simultaneously with interviews and questionnaires for the examination.

The Chief of the Measurement and Research Division is appointed by the Director of Education with the approval of the Secretary of Instruction, the Commissioner of the Budget, the Commissioner

of the Civil Service and the Cabinet of the President of the Philippines. The child psychologist at the University of the Philippines is appointed by the President of the University with the approval of the Board of Regents.

Research reports published in the form of bulletins and submitted to the Director of Education are sent to the different schools for the information and guidance of teachers, principals and supervisors.

Generally child psychologists are holders of a Ph.D. degree with majors in child psychology, measurement and research, guidance, developmental psychology, abnormal psychology, clinical psychology, child and curriculum development.

The Chief of the Measurement and Research Division and the Chief of the Dental and Medical Service collaborate closely.

POLAND

From the reply received from the Ministry of Education

School psychology was practised in several primary and secondary schools before the war. In particular educational psychologists were attached to schools or to psychological consultation centres to which several schools have access. At Warsaw there was a chief psychologist who coordinated the work of all other educational psychologists in the capital. Encouraged by institutes of educational psychology attached to universities, and by the associations of psychologists and teachers, the practice of educational psychology has increased continually, especially in the large towns. However, it has not yet been generalized nor made compulsory.

Questions concerning educational psychology, its aims, its development, the scientific training and administrative status of educational psychologists, were discussed in detail for the first time in Warsaw in 1934, during a three-day conference attended by the majority of practising psychologists. The second conference of Polish psychologists working in the educational field took place in Warsaw in 1946. It was organized by the Union of Teachers and placed under the auspices of the Ministry of Education. The seventy psychologists who attended it were able to establish precise guiding principles concerning the organization of psychological services in the educational centres where so far none existed, and the coordination of activities of already existing services.

The aims of educational psychology are: the treatment of backward children, the examination of difficult children, and educational and vocational guidance.

The treatment of backward children was made compulsory in the whole country by a decree issued by the Ministry of Education in 1936. The psychological examination of pupils with difficult characters takes place everywhere where there is an educational psychologist or where there is the possibility of access to a psychological clinic. Pupils having intellectual difficulties at school do not undergo a psychological examination except in special cases. Educational and vocational guidance generally takes place at the end of primary school and of compulsory education.

Educational psychology as such is only practised by specialized psychologists. They are either attached to one or more schools, or work in psychological clinics. Before the war there were seventy psy-

chological clinics in the country, mostly located in large towns. In certain districts where there are no specialists, local authorities entrust the treatment of backward children to teachers who have a better psychological training than their colleagues. Usually the directors of special schools for backward and difficult children have to take the place of the psychologist who would be needed. The Institute of Special Education at Warsaw organizes courses for them which enable them to improve their knowledge of the psychology of backward children. The teachers who, in exceptional cases, are in charge of educational psychology, only devote a certain part of their time to the work.

Owing to the limited number of specialized psychologists and of psychological clinics, it is impossible to give all pupils an annual psychological examination, nor even an examination at the beginning or at the end of compulsory schooling; although great efforts have been made to provide for the vocational guidance of all children leaving school. At the beginning of compulsory schooling the only pupils examined are those who have been under observation by their teacher during the first year of school work and who are suspected of an anomaly of intellect or character. Pupils in all other classes may undergo observation and psychological examinations when they show individual or particular problems. In schools where there is an educational psychologist, a systematic observation and a regular examination of all pupils takes place.

Educational psychologists use different intelligence tests, among others, collective intelligence tests compiled in Poland by the Institute of Educational Psychology of the University of Warsaw. Special aptitude tests are used, especially those of Heider, Roloff, Rybakoff, etc. Different tests and questionnaires are used in the examination of interests, tendencies, inclinations, general and vocational preferences. In the treatment of backward children, the series of Binet-Terman tests are used.

In order to become an educational psychologist, four years of university study are required, as well as a B.A. degree in psychology and compulsory training in a psychological clinic.

As the practice of educational psychology is not yet controlled by official regulations, educational psychologists are appointed by, and are responsible to, different administrative services or institutions according to the district. In Warsaw, for instance, they are responsible to the educational administration of the State, in Lodz and in Cracow to the municipal authorities, in Katowice to the Institute of Education, etc. The salary of a psychologist is the same as that of a qualified secondary school teacher with a university degree, who has passed an educational examination under the supervision of an official examinations commission for secondary and vocational schools.

Educational psychologists collaborate closely with the school doctor. On a regional and national scale there is also collaboration

between educational psychologists which, before the war, made possible research on the following subjects: School reform and changes in the school curricula, interests of pupils of various ages, inquiries relative to monographies on school classes, etc. The results of this research work have mostly been published in the Polish Archives of Psychology (*Polskie Archiwum Psychologii*), Psycho-technique (*Psychotechnika*), and the Quarterly Review of Psychology (*Kwartalnik Psychologiczny*).

In 1946, during a conference of educational psychologists held at the Ministry of Education in Warsaw, it was decided to establish a Central Institute of Psychology whose task will be the elaboration of methods of psychological examination of pupils, in addition to coordinating the activities of all services of educational psychology. Part of the plans regarding the development and standardization of the practice of educational psychology adopted by the conference were published in the review: Educational Psychology (*Psychologia Wychowawcza*), 1947, No. 2.

PORTUGAL

From the reply received from the Da Costa Ferreira Mental Hygiene Institute

The practice of psychology is in the hands of different organizations, according to the nature of the problems under study. In primary, technical and high schools there are school doctors in charge of the observation of the pupils from the points of view of physical health and psychological development. When necessary, the children are sent to the Mental Hygiene Institute (Costa Ferreira) in Lisbon where they are examined or placed under observation. This Institute organizes units composed of doctors and psychologists, who make the selection of children for special education.

There is also an Institute of Vocational Guidance which collaborates with the directors of schools and with all those who require its services.

The most commonly used tests are : Terman test, Fay's design, manikin drawing, Rey's manual maze, Ozeretzky's test, Witmer's small board, Goddard's small board, the Otis and Rorschach tests.

The standardization of certain tests for the children of the country is now taking place.

ROUMANIA

From the reply received from the Ministry of National Education

In primary education psychological methods are used on one hand for the examination and diagnosis of backward and difficult children, and on the other hand in the third, sixth and eighth years of secondary schools to solve problems of guidance which arise in these different grades.

Psychological services also deal with questions of vocational guidance with regard to labour conditions.

Educational psychology is provided in secondary schools by philosophy teachers who also lecture five hours a week in psychology, divided up as follows: third year—2 hours, sixth year—2 hours, eighth year—1 hour. These courses are an integral part of the teaching of philosophy. There are one hundred and twenty teachers of philosophy in the country and they are assisted in the carrying out of their task as educational psychologists by the other teachers and persons in charge of courses in the establishments to which they belong.

Each educational psychologist supervises about 130 pupils, (50 pupils in the third year, 40 in the sixth and 40 in the eighth year).

For the psychological examinations foreign tests are used which have been adapted after careful study to the mentality of the Roumanian student. The most generally used at the moment are those which have been adjusted by Professor N. Margineanu of the University of Cluj and by Professor I.M. Nestor of the University of Bucarest. Professor Zapan of the University of Bucarest employs successfully the method known as objective appreciation.

Philosophy teachers are appointed by, and are responsible to, the Ministry of National Education. They are not obliged to submit any report on their work. The results of their examinations are entered into a psychological file kept by the director of the school in which they teach.

Philosophy teachers have the same salary as the other members of the teaching staff.

Educational psychologists have a degree in philosophy, their study of psychology requires four years and is divided as follows: two years of general psychology, one year of applied psychology and one year of experimental psychology. These studies take place

in the psychological seminars attached to the universities or in institutes of psychology.

In January 1938 a refresher course for educational psychologists was given at the University of Bucarest.

Educational psychologists collaborate with the school doctor. The psychological and medical observations are entered into individual files. In very rare and clearly pathological cases the school may apply for the examination of the child to the special services of the psychological laboratories and institutes.

The Ministry of National Education is at the moment considering the establishment of an institute of educational psychology comprising two sections, one educational and one psychological.

The psychological section should study all problems of educational psychology as well as the development of methods of pre-scholastic and scholastic guidance.

SALVADOR

From the reply received from the Ministry of Culture

The majority of teachers have followed courses in educational psychology in theory as well as in practical application, however, as yet there is no specialized staff in this field.

To fill this gap the Ministry of Culture has granted scholarships to several teachers who have been sent abroad in order to do advanced study in applied educational psychology. When they return the educational establishments will benefit greatly from the knowledge which they will have acquired.

SIAM

From the reply received from the Ministry of Education

School psychology as applied directly for the determination of mentally backward pupils or the examination of maladjusted children insufficiently adapted to school needs is not yet widely practised in the country, mainly through the lack of enough qualified school psychologists.

In the few schools where educational psychology has been practised there have been satisfactory results. The Ministry of Education hopes to be able to extend this service as soon as the problem of training specialized psychologists can be solved. At present a knowledge of psychology is compulsory in the Teachers' Training Section and teachers are encouraged to apply school psychology in individual cases in a minor way, but officially applied educational psychology under the supervision of a central organ or specialized institution does not exist.

SWEDEN

From the reply received from the Directorate General of Public Education

Owing to the lack of qualified personnel there is no service of educational psychology in the country but the question is under consideration at the present moment.

As there is a demand for psycho-technicians in certain fields of national life, the question has been raised of undertaking research with the aim of defining the tasks of practising psychologists appointed to work in selected fields and of preparing for the necessary curricula for the training of future candidates. The plan provides for the needs of schools and educational psychology.

SWITZERLAND

From the replies received from the Departments of Education in the Cantons of Basle
Bern, St. Gallen, Geneva, Valais, Vaud and Zurich

The aims and extensiveness of services of educational psychology vary in different cantons. Wherever there are psychologists they are called upon to examine backward and difficult children and, according to circumstances, to treat them or direct them to special classes. In the cantons of Basle, Geneva, St. Gallen and Valais special interest is taken in problems of educational and professional guidance. In addition the psychologist often acts as educational adviser at the request of teachers and parents.

The town of Basle employs an educational psychologist.

In each district of the canton of Bern there is a university trained secondary school teacher who is entrusted by the teachers' society with educational psychology.

In the city of Bern there is an educational psychologist.

In Geneva two specialized members of the teaching profession are responsible for the methodical examination of maladjusted children as soon as they are noticed; they form part of the service of medical and educational examination in schools. A specialized doctor also collaborates in this service as well as the different services of consultation and research of the Institute of Educational Sciences (J.J. Rousseau Institute).

At St. Gallen the psychological service is carried out by two specialized teachers in addition to their ordinary duties; in the canton of the same name there is a psychologist who works in a semi-official capacity.

In the canton of Valais school psychology services have been established by the Malévoz Health Centre to which they remain attached. They are maintained by the collaboration of assistant psychologists and a doctor psychiatrist.

In the canton of Vaud the school medical clinic includes the following staff: a chief doctor and assistant specialized in psychiatry, an assistant medical officer who works part time, three permanent assistant psychologists, six assistants and auxiliary assistants who work part time (none of these being a teacher).

Elsewhere the services may be carried out by doctors specialized or not in psychology, or by psychologists, or by doctors assisted by psychologists.

Generally only children with individual problems are examined. The school medical clinic of the canton of Vaud reports that a permanent assistant psychologist examines approximately 150 pupils annually. When the psychologist gives only advisory consultations he appears to be able to examine nearly 2,000 cases annually (town of Basle).

At Geneva a great number of pupils are examined annually.

In the different cantons use is made of the tests of Binet-Simon, Terman, Biaesch, the tests of the J.J. Rousseau Institute of Geneva (tests of Inhelder, Meili, Rey), Oseretzky's test, the tests of Duss and Bühler, the Artus village test, Tramer's catalogue, Szeno's test, Rorschach's drawing and associations test. Use is also made of social surveys and long term observation in play rooms or centres of special education.

The methods used by the school medical clinic of the canton of Vaud are those of a psychiatric clinic, modern psychotherapy, investigation of emotions on the basis of psychoanalysis (games, drawing, modelling etc.), to which must be added all psychotherapy which is of psycho-analytical origin.

The assistant psychologists of the School Medical Clinic in the canton of Valais use modern classical techniques adapted to local conditions, for psychotherapy of children.

Psychologists are nearly always appointed by the Departments of Education in the cantons. Sometimes (the town of Basle) through the Chief Medical Officer of Schools.

The scale of salaries varies in different cantons; members of the teaching profession in charge of educational psychology receive the same salary as the personnel in their category with or without a supplement. At St. Gallen the teacher in charge of difficult children receives an annual supplement of 3,000 francs, the teacher in charge of backward children a supplement of 1,600 francs while at the same time they are partially relieved of their teaching duties; the psychologist of the canton receives an annual salary of 10,400 francs.

The annual salary of the director of the medico-educational observation service in Geneva schools is at the moment 16,000 francs.

The school medical officer in Zurich receives a basic salary of 12,500 francs; assistant psychologists have from 7,000 to 8,000 francs per annum.

The majority of these salaries should be increased.

Educational psychologists are still too few in number to allow for definite rules on their training, however, they have nearly all received university training.

In the town of Basle and the canton of St. Gallen they have a doctor's degree in philosophy.

At Bern, St. Gallen, Geneva and Zurich the doctors and psychologists collaborate.

In Basle the educational psychologist is subordinate to the doctor.

The assistant psychologists of the School Medical Service in the canton of Valais generally receive their professional training at the Institute of Educational Sciences in Geneva. Their supplementary scientific and practical training, which takes into account the ethnical conditions of the country and its peculiar character, is undertaken by the doctors at Malévoz, particularly by those who have had experience of analytical technique.

Prospective educational psychologists may be trained at the Institute of Educational Sciences (J.J. Rousseau Institute) of the University of Geneva, and study there for the general diploma in applied psychology which may be obtained after a minimum of six semesters of regular study.

The first year is spent in acquiring a general knowledge of psychology and education, attested by the Certificate of Educational Psychology of the Faculty of Arts. This Certificate requires a preparation in child psychology, experimental psychology, general education, experimental education, mental health and school health, psychological technique, education of backward and difficult children, vocational guidance; the candidate carries out practical work at the laboratory of experimental psychology and takes part in research on child psychology. The student may also attend courses in anatomy, physiology, anthropometry, etc.

During the second year of studies the candidate undertakes research in one or other of the possible directions in applied psychology, and at the end of his fourth semester of study must present as least three papers on the results that he has obtained. These papers must be based on three of the following subjects according to the candidate's choice: (1) child psychology, (2) psychology applied to vocational guidance, (3) applied psychology for child guidance, (4) educational psychology, (5) study of perception, (6) study of motion, (7) statistics.

During the third year of study the candidate undertakes independent research with regard to the work required for his degree.

Private centres of vocational guidance (Bern and Geneva) may also undertake psychological examinations of children. During the last few years surveys have been made in different towns in Switzerland especially in connection with the collective examinations of children.

Since 1912 a great number of clinical studies have been made at the Institute of Educational Sciences in Geneva. These studies which have brought an important contribution to child psychology will certainly have numerous repercussions in educational psychology.

In Geneva also, on 22nd March 1947, a legislative measure on the subject of educational psychology for pupils was passed, which will make possible the development of a very interesting experiment started in November 1946. Its aim is to provide for the rational

division of pupils between the different sections which can be chosen in the three last years of compulsory schooling : primary workshop classes (for pupils less intellectually gifted), secondary schools of domestic economy, modern languages and classics. The classification will depend on school results, teachers' observations, psychological examinations and general intelligence. It is well understood that the parents are completely at liberty to choose whatever studies they think desirable for their child.

In December 1946 all the pupils from the sixth and seventh grades—i.e. those which directly precede the differentiated primary sections and the various secondary schools—took collective examinations in French (dictation, vocabulary, grammar), arithmetic (written and oral calculation) and general knowledge (history, geography etc.). The teachers supervised the examinations in classes other than their own. One thousand two hundred and fifty pupils of the sixth grade and one thousand and fifty of the seventh grade were tested. Scales for corrections were compiled ; and the corrections were carried out by teams. The factors of "teacher" and "class" were thus eliminated.

After this initial work the Department of Education entrusted the section of applied psychology in the Institute of Educational Sciences with the psychological examination of several classes of the classical secondary school : the experiment which was prepared over a long period of time and whose results were carefully checked by comparing them with school results and the teachers' opinion, made it possible to establish a series of nine tests. These were eventually carried out under the direction of specialists in all sixth and seventh primary grades. The teachers showed a lively interest in these experiments.

The parents were informed of their child's results in each series of tests.

Each pupil will be observed during four or five years which will allow for the checking of results and possibly for their correction. Thus it is hoped to find a better method for the selection of pupils than the traditional system of school marks.

SYRIA

From the reply received from the Ministry of Education

The use of psychological methods is at the moment limited to the solution of problems of vocational guidance. Among these problems, the one which principally occupies the Department of Education is that of the selection of pupils for the teachers' training colleges. Candidates undergo tests in order to ascertain their aptitudes and vocation.

Specially prepared teachers and doctors are in charge of the selection of pupils for the teachers' training colleges; they are appointed by the director of secondary education, and their reports are submitted to the Ministry through the establishments where the examinations took place.

The section of technical research of the Ministry of Education undertakes studies with the aim of organizing the practice of educational psychology, and of solving problems of educational guidance in general. The results of these studies will be published in an official review issued by the Ministry of Education.

TURKEY

From the reply received from the Ministry of Education

At the moment, there are no educational psychologists in Turkey, but for each primary and secondary class there is a teacher in charge of problems of education and guidance, who does this work in addition to his normal teaching duties. Such teachers control from forty to sixty pupils, and sometimes more.

The teachers study the pupils under their care from a social, psychological and health point of view, by means of private interviews with the parents or with the pupils themselves, and by using family questionnaires. Careful note is taken of the result of these observations.

The teacher entrusted with the education and guidance of a class is chosen for the work by a meeting of the school staff.

In order to give future teachers an appreciation and understanding of the problems of educational psychology they attend courses in child and adolescent psychology, educational psychology, mental health and psychometry. These courses are given in the educational institutes for the training of young secondary school teachers.

Only one piece of research work which enters into the province of educational psychology has yet been made. It concerns the causes of failure in examinations.

The need for educational psychologists who would give valuable help to the teachers, and assist in the adaptation of the pupils, is especially felt in the secondary schools where the number of school-children is too large.

UNION OF SOUTH AFRICA

From the replies received from the Education Departments of the Cape of Good Hope, Natal, the Orange Free State and Transvaal and transmitted by the National Bureau of Educational and Social Research, Union Department of Education

In all provinces psychology is used to determine degrees of mental backwardness and to examine maladjusted children. In the Cape of Good Hope, Transvaal and Orange Free State it is also employed in problems of school guidance.

In the Orange Free State the functions of school psychologists are carried out by five School Inspectors, accredited for the purpose, who do the work in addition to their ordinary duties. In the other provinces the psychologists, whether they are part of the teaching staff or not, carry out only their specialized function. There are nineteen school psychologists employed throughout the Union of South Africa of whom nine are in the Cape of Good Hope (six in primary schools and three in secondary schools).

Only pupils presenting special problems are examined. In the Orange Free State this represents five per cent of a total school population of 43,000 pupils.

The examinations are held by means of tests, or by using tests and interviews, or by combining tests, interviews and school achievement.

The most commonly used tests are: Binet-Terman-Fick, Individual Test of the National Bureau (South African version of the Binet-Terman test), South African Group I and II, Pintner-Cunningham Primary Tests, Standard Group Test (South African Group Intelligence Test) and various scholastic tests as well as individual tests such as Porteus Maze, Alexander and Rorschach tests.

Psychologists are responsible to the Education Department of the State or Province except in the Transvaal where they are under the supervision of the Chief Medical Inspector and are appointed by the Department of Education. In the Orange Free State the five School Inspectors carrying out the functions of school psychologists are appointed by the Minister of Education (Union of South Africa).

Salaries vary in the Cape of Good Hope from £300 to £1,500 per annum, and in the Transvaal from £800 to £1,100 per annum.

Psychologists in different States and Provinces are required to have a university degree, the M. Ed. (Part. I) being the minimum for the Inspectors employed in the Orange Free State.

In the Cape of Good Hope and Natal the psychologist collaborates with the school doctor, while in the Transvaal he is subordinate to the Chief Medical Inspector and collaborates with the Medical Inspector.

In the Cape of Good Hope psychologists are assisted by members of the staffs of universities which have child guidance clinics. The establishment of special institutions for cases of aberrant behaviour and the increase of clinical work is envisaged.

Some research in educational psychology has been done, but no reports have yet been published.

UNITED KINGDOM

England and Wales

From the reply received from the Ministry of Education

The science of psychology contributes to the knowledge of persons engaged at many points in the field of education, as in teacher training, school organization, the selection of pupils for different types of education according to their abilities and aptitudes, the treatment of children suffering from emotional instability or psychological disturbances, and in educational, social and vocational guidance.

Appropriate methods are used in the psychological examination of maladjusted children who should receive special education.

The guidance of children who do not present special difficulties is normally done by the teaching staff. In some areas the advice to school leavers on choice of employment is in the hands of a special officer who may employ psychological methods.

Maladjusted children receive treatment either from school medical officers with a special training, or from educational psychologists who may also be employed in hospitals. The number of educational psychologists employed by education authorities in England and Wales may be estimated at 70 to 100, many only part-time.

In the few areas where a complete psychological service exists there averages one psychologist for every 15,000 to 30,000 children. This psychologist will probably only examine children with individual problems whose number approximates 300.

A great variety of group tests is used, the most common being the Moray House Tests, compiled in frequent recensions by Professor G.H. Thompson of Edinburgh University. The most commonly used individual tests, both for subnormal pupils and maladjusted pupils are various revisions of the original Binet Scales, principally, at present, the Terman-Merrill revision and the Stanford revision. Performance tests in great variety are also employed in clinical work. Form boards, Koh's Block-Design test, Cube Construction test, Alexander's Passalong test, and others. The Rorschach test is employed occasionally, but usually by medical psychologists only.

The school psychologists are appointed by the local education authorities of Counties and County Boroughs in England and Wales, for service in schools administered by them. They may also be

employed by voluntarily supported clinics which make their services available to local authorities free or on payment. Some authorities for public health also employ them for work with children below school age and for adults in hospitals (including mental hospitals) where educational work is done as part of therapy.

Educational psychologists are responsible either to the Chief Education Officer or his assistants or to the School Medical Officer. The salaries of those who are appointed by educational authorities are the subject of a recent agreement between the Association of Education Committees and the psychologists' representatives. They vary according to qualification, experience and type of work from £400 to £1,000 per annum.

There are no statutory regulations presenting qualifications for school psychologists; local education authorities, however, usually expect a university degree with honours in psychology or its equivalent, which requires a minimum study of three to four years, some teaching experience (2 to 5 years) and a year of specialization in child psychology.

Where there are no official school psychologists recourse can be had to other private services but on condition that the expenses are approved by the local education authority which in turn is subject to the approval of the Minister of Education. Independent private schools can of course act according to their own judgment.

A great deal of research work has been done in the field of educational psychology. The National Foundation for Educational Research is best qualified to give information on the subject.

It is hoped to extend the services of educational psychology so as to cover a wider area as soon as the number of qualified psychologists permits.

Scotland

From the reply received from the Scottish Education Department

School psychology is practised to determine degrees of mental backwardness, to examine maladjusted children from the point of view of difficult traits in the character or difficulties of adaptation to the school, or of mental difficulties (backwardness or temporary lack of understanding in one or several subjects) and for the guidance of children. The psychological service is, however, not sufficiently developed; it is not yet available to all children in need of help.

As a result of the dual system of control of education in Scotland, the functions of school psychologists differ from area to area. In

some areas there are school psychologists exercising a general control over all the psychological work undertaken in the area, and doing also, at first hand, much of the more difficult work on individual cases. Some individual teachers, particularly those with a Diploma in Education, do psychological work, under the psychologist.

The school medical service also undertakes a considerable amount of psychological work.

No attempt is made to differentiate between primary and secondary schools; a psychological service, where available, is open to both.

Where persons are appointed specifically as full-time psychologists they deal with cases referred to them from the districts which they serve. All teachers receive a training in psychology of from 60—100 hours. They are shown but have little opportunity to practice the technique of Binet testing. Many infant teachers receive a considerable training in child psychology (children aged 2-8), including careful training in test techniques. Students taking a University Diploma in Education in association with their training course receive a moderately advanced training in psychology and education, including experimental education and testing techniques. Those students preparing for an honours post-graduate Degree in Education (including Psychology) are equipped for quite advanced work in the field of education and psychology. The psychological training thus given to teachers enables them to collaborate with the school psychologists to a considerable extent. Thanks to this collaboration it is possible to serve much larger areas, sometimes with school populations up to and exceeding 20,000. Thus a relatively small number of pupils are examined by the school psychologist but large numbers are tested by their teachers, particularly in the infant division, with children between 5 and 7 years, and just before the transfer from the primary to the secondary school.

The school psychologist normally uses a Binet test (Terman-Merrill) and may use a Dreyer-Collins performance test or other suitable special test. In group tests of intelligence and of attainment, Moray House tests are largely, but not exclusively, used.

The salaries of school psychologists vary from £400 to £1,000 per annum for men and between £350 and £900 per annum for women.

Scotland hopes to develop her psychological service on a wide front: notably there will be more psychologists appointed by authorities and there will be increased clinical services.

A great deal of research work in education has been carried out by the Scottish Council for Research in Education.

UNITED STATES OF AMERICA

From the reply received from the U.S. Office of Education

Although psychological services vary in different States they generally provide for the examination and treatment of backward and maladjusted children, individualization of instruction under the most favourable conditions and solve the various problems of educational and vocational guidance. In addition certain functions bearing on social psychiatry are performed in important psychological clinics and consultation services.

Psychologists known as home counselors, visiting teachers, social workers or psychiatric social workers carry on home visitation.

Persons employed as full time educational psychologists usually have teaching experience. Many teachers in the elementary schools are trained to diagnose the difficulties of pupils learning to read and can administer and interpret intelligence tests. The teacher training restrictions are working forward to the goal of having every teacher a psychologist so that only cases which require quite specialized attention will remain outside their care. This goal, however, will not be reached for some time.

In spite of lack of federal statistics concerning the number of persons occupied with the problem of educational psychology it can be assumed that the figure would be in the thousands. Some school systems provide a psychologist for every 1,200 students. The larger cities almost uniformly have psychological services, whereas frequently the smaller towns and rural districts lack these services.

Usually pupils undergo a psychological test every three years e.g. in their 1st, 4th, 6th, 9th and 12th grades. This practice, however is not uniform.

The tests most commonly used are: Stanford-Binet (individual), the Kuhlmann-Andersson Intelligence Test (group), Otis Quick Mental Ability Test (group), Pintner Mental Ability Test (group), Detroit Intelligence Test (group) and the Wechsler-Bellevue Intelligence Test (individual).

Local boards of education through the superintendent of schools appoint the psychologist as they do all other school personnel.

Some State departments of education employ psychologists. They are appointed by the State Boards of Education through the State Superintendent of Education. The psychologists are responsible either to the principal of the school in which they are

working or to the central agency (Department of Research and Guidance, Department of Psychological Service, etc.) or to both i.e. to the principal of the school for the scheduling of cases and to the central office for their technical competence.

Salaries vary with school systems but generally the average remuneration of psychologists is higher than that of the teaching staff.

The required qualification for psychologists is usually a B.A. or M.A. degree in psychology. In addition courses in education and sociology are sometimes required. Some States e.g. New York require Certificates. The psychologist collaborates with the school.

Where there are no school psychologists the school can have recourse to child guidance clinics provided by the community.

There are hundreds of research reports each year on educational psychology. Several organizations are set up especially to carry on such work. Among these are the Child Welfare Stations at the Universities of California in Berkeley; of Minnesota in Minneapolis; and of Iowa, in Iowa City.

The Encyclopedia of Educational Research published by Mac-Millan Company contains many reports on psychological phases of education. A new Encyclopedia on vocational guidance was expected to be published by the Philosophical Library of New York on December 1st, 1947 and it should give much data on educational psychology.

Hildreth's book on "Psychological Service for School Problems", published by the World Book Co., is pertinent.

Among the many new developments in educational psychology the multiple aptitude test for both educational and vocational purposes for secondary levels deserves to be mentioned.

URUGUAY

From the reply received from the Ministry of Education and Social Welfare

In primary schools psychology is used in the diagnosis of children who show signs of mental backwardness or irregularities of conduct.

At the secondary school stage psychological research is used to determine the average Uruguyan adolescent, and to measure the results gained from four years of secondary study.

The "Sebastian Moreo Otero" laboratory of educational psychology, which is responsible to the Council of Primary Education and Teacher Training, is the only official institution which carries out work in educational psychology.

For psychological research a series of tests formed by the directress of the laboratory of educational psychology are used. The following techniques are also more generally used: the Terman, Fihlo and Oseretzky tests for the children in primary grades, Stanford and Terman-Merrill revisions of the Binet Scale, tests of school progress based on the school curriculum, Murray's T.A.T., Bernreuter's personality questionnaire, Mira's personal questionnaire, autobiographical methods, Rorschach test, etc.

The psychologists are responsible to the National Council of Primary Education and Teacher Training, and to the Ministry of Health. Salaries vary. There are no courses of study for educational psychologists which confer a diploma, but the Council of Primary Education and Teacher Training organizes courses of study in this subject. Secondary school teachers are expected to have a knowledge of adolescent psychology.

Some headmasters of high schools apply to the laboratory of educational psychology when one of their pupils has an educational problem.

There are plans for the development of the services of mental examination and vocational guidance in the future.

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